

Long Furlong Primary School

Teaching and Learning Policy & Guidance

Section 1:

Aims

This policy aims to clarify, create and maintain a common approach for effective learning and teaching. It ensures that we have common, high expectations for children and staff in the school and acts as a tool for self-evaluation.

The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (Feedback), NCTEM and The Sutton Trust (Homework) and it is influenced by Growth Mindset that was introduced into Long Furlong in the autumn of 2016 and the Assessment Without Levels Commission.

Planning and Preparation

The teacher is the key person in facilitating learning and is responsible for the learning in the classroom, ensuring it is effective for all pupils. The plan . teach . review cycle sits at the heart of effective teaching.

At Long Furlong our expectations are that planning should:

- Exploit and/ or develop cross-curricular links as much as possible.
- Include clear learning objectives and outcomes
- Include success criteria which enable the teacher to assess children's progress against the intended learning.
- Have co-written (teacher/ TAs and Pupils) learning objectives and success criteria where relevant.
- Be differentiated for individual needs (including a range of special needs and disabilities and for more able children).
- Outline how all the adults in the class will be supporting the learning.
- Have high expectations for pupils' learning and challenge pupils.
- Be balanced to include **all** curriculum areas
- Have regard for the varied ways in which children learn and provide for these.
- Make effective use of IT

In addition, at Long Furlong our expectations are that effective teaching:

- Is based on effective relationships between children and adults.
- Makes learning enjoyable and rewarding . with activities to widen experiences, e.g. trips, speakers, books
- Makes feedback to pupils a central feature
- Has high expectations of behaviour
- Values children's contributions

- Makes use of highly effective, differentiated and probing questioning using a range of strategies.
- Uses an appropriate pace and is aware of the effect of transition from one lesson to another and within lessons.
- Is acutely aware of individual needs
- Makes use of assessment. formative, summative and statutory.
- Enables teachers and pupils to be reflective about their experiences.
- Uses well prepared resources and material

A two-year cycle of cross-curricular themes detailing the National Curriculum objectives to be taught is in place and is regularly reviewed.

At the beginning of each half term, teachers will prepare a block plan which identifies the key objectives that will be taught and the planned learning activities. The activities may change due to the interests and needs of the pupils while ensuring the key National Curriculum objectives are taught. This plan is given to the headteacher and sent to parents with an accompanying email by the second week of term.

Weekly plans are written for maths and English; these can give details for the first 3 days with the remaining lessons filled in according to the needs of the pupils.

Subject coordinators are responsible for maintaining and advising upon schemes of work.

Daily, weekly and individual lesson planning is to suit the needs of the lesson, subject and teacher's experience and needs.

Section 2: Feedback, Assessment and Reporting

Feedback and Marking – “*Mark less but better*”

Feedback (verbal and written) to pupils is crucial and is shown to have greatest impact upon a child's progress (compared to other factors).

The Education Endowment Foundation (EEF) research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group emphasises that marking should be: **meaningful, manageable** and **motivating**.

Therefore, inherent in our policy are the following:

- Evidence of feedback and marking is incidental to the process; it is not necessary to provide additional evidence for external verification.
- feedback delivered closest to the point of action is most effective, therefore feedback delivered in lessons is more effective than comments provided later.
- written comments should only be used as and where they are accessible to students according to their age and ability.

- feedback takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes enabling children to make as much progress as they possibly can.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- Self and peer assessment is valued and taught, age-appropriately, from the Reception Year.
- There is an understanding of the difference between a mistake and an error (something the pupils can and normally does do and something they have not understood or mastered).

The good practice approaches outlined by the EEF toolkit are used to ensure that children are provided with timely and purposeful feedback that furthers their learning. Teachers can gather feedback and formative assessments that enable them to adjust their teaching both within and across a sequence of lessons.

It is vital that teachers and teaching assistants evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback . at the point of teaching, this is where considerable emphasis is placed.
2. Summary feedback . at the end of a lesson/task
3. Review feedback . away from the point of teaching (including written comments) and the focus will often be on providing feedback for the teacher to further adapt longer term planning and teaching.

Immediate Feedback	Summary Feedback	Review Feedback (written comments) NB: Not ALL work will have written comments
<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action</p> <p>May be given by teacher or teaching assistant to provide support or further challenge</p> <p>May re-direct the focus of teaching or the task</p>	<p>Takes place at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self- or peer- assessment against an agreed set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read and/ or respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p>

May include highlighting/annotations according to our marking code.		
Is evidenced in: Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting	Lesson observations/learning walks Timetabled pre- and post-teaching based on assessment Some evidence of self- and peer-assessment Some selected focus feedback (marking)	Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

Long Furlong's Marking Annotation

Quality marking should:

- highlight examples of where the child has met the learning objective (*in green pen*);
- highlight an aspect of work which could be improved (*in orange pen*);
- on some work there will be a focussed comment which will help the child to close the gap between what they have achieved and what they could have achieved;
- some codes may be used to highlight aspects (for example, %p+ to indicate a spelling error,  to indicate missing or incorrect punctuation, → next steps in maths).

For dialogic marking to be effective, it is essential that children are given time to read and act upon the information given in a considered and in-depth manner. Therefore, when work has been quality marked, time needs to be planned in to a future lesson. Teachers model this process at the beginning of the year so that children are clear what the different coloured markings on their books mean and what is expected of them when they respond.

Assessment

Between 2014 and 2016, extensive changes were made to the National Curriculum and the end of Key Stage Assessment procedures. Children are no longer assessed against levels

It is understood that there are two types of assessment, formative and summative, with summative broken down further into in-house and national, all of which have a part to play in ensuring each pupil's progress. The child's progress will be seen in their books and other work:

Formative: Formative assessment is at the heart of good assessment practice in our school and is used to shape teaching and the curriculum, as well as to provide feedback to pupils to help them develop skills and knowledge.

In accordance with the guidance in the ~~Assessment Without Levels~~ Commission report, teachers do not need to record formative assessment, except where it is intended to directly support pupil progress. Most assessment of this type will happen informally in the classroom through approaches which are recognised in our feedback statements.

In-school Summative: To support senior leaders and coordinators understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we make use of summative assessment judgements 3 times each year. The information is collected from class teachers as efficiently as possible, and is analysed by the teachers and senior leaders through Pupil Progress meetings to provide insights into attainment and progress across the school. To support our summative judgements, we use a range of approaches including:

- data collated from teachers on-going formative judgements to ascertain the percentage of objectives taught and mastered by pupils in each year group
- Summative tests (such as optional tests, Testbase)

Using the combination of teacher assessments and test results, teachers make a single summative judgement about pupils attainment indicating whether they are **on-track to meet or exceed age-related expectations at the end of the academic year.**

National End of Key Stage Standardised Summative: Nationally standardised assessments are used at the end of Foundation Stage, Key Stages 1 and 2, along with the Phonics Check in Year 1, as part of statutory accountability procedures. Assessments are carried out in line with the processes set out in the DfE guidance in Assessment and Reporting Arrangement (ARA) documents each year.

Assessment Methods

Each subject will employ a range of suitable methods compatible with the principles of this document. Good, deep and probing assessment tasks will:

- Provide accurate evidence of attainment
- Provide differentiation and be suitable for pupils across a range of abilities
- Give a comprehensive picture over time
- Give equal opportunity for all pupils . preparations work must make reasonable adjustments to include all pupils.
- Be interesting, relevant, motivating and worthwhile to pupils
- Be a useful learning or practice experience

Appropriate assessment opportunities may include any of the following:

- Discussion and listening to pupils, plenaries
- Verbal questioning
- Presentations by pupils
- Tests, both written and practical tests
- Individual written, group work, project work and homework
- Teacher, TA, EY Support Worker observation of children engaged in an activity

During relevant years (i.e. Y1, Y2 and Y6), teachers make use of past test papers, or sample papers, to provide children with an opportunity to experience the assessment process. The results of these tests are also used to support identification of pupils who may need additional support to reach targeted outcomes

There will be mechanisms for ensuring the consistency and accuracy of assessment within each subject, organised by the subject co-ordinator, these include the use of formal assessments; further diagnostic tests for pupils with SEN; cross moderation meetings and work scrutiny

Recording of Assessment

Recording of pupils' progress and attainment can be made informally on plans and record sheets. It is evidenced in pupils' books, other work and on teachers' plans or notes. In addition:

- Key information in reading, writing and maths, for years 1,2,3,4,5,6 is formally collected and shared using Assessment Spreadsheets 3 times a year (December, March and June).
- EYFS information is collected and shared regularly using Tapestry and summative assessment information is entered at least 3 times a year

Reporting to Parents

- Pupils are always encouraged to share their achievements and discuss their progress with parents.
- Parents can formally meet their child's teacher twice a year. During this meeting, teachers will discuss the progress the child is making, their strengths, areas of development and social as well as academic progress. Books and other work will be available for parents to look at.
- There is an Open Evening in Term 6, this provides an opportunity for parents to see their child's work. There is also a meeting for parents to meet their child's next teacher and spend time in the classroom.
- Nursery parents meet with the teacher and Early Years Support Worker at the start and end of their F2 year.
- Parents receive a written formal report on their child's progress at the end of the year. The report will set out the children's attainment and progress using the current information (emerging, expected and exceeding at levels).
- Parents are welcome to meet with teachers at other points of the year and it is expected that teachers will inform parents on issues or concerns as soon as they arise.
- Statutory comparative data will be communicated to parents where appropriate
- End of key stage results are reported to parents in line with statutory obligations

Analysis of Assessment Information

- Teacher assessment information will be analysed three times a year (December, March and June)
- Analysis of data will be shared with class teachers and discussed in whole staff, SLT meetings and anonymously in Governors meetings.
- Agreed actions will be written into the school development plan and Appraisal targets where appropriate.
- Data from end of Key Stage and optional tests will be analysed to gain a picture of cohorts' strengths and weaknesses. This information will be used to help set

priorities for the next academic year, with the caveat that tests do have some limitations.

Section 3: The Learning Environment, Display and Presentation

Having a purposeful, well organised and engaging environment sets the scene for high quality teaching and learning.

Teachers have the highest expectations of the standard of work which will be produced by all pupils at all times. Writing produced outside English lessons, for example, will be of the same standard and quality of that produced at the end of a unit of dedicated literacy work.

Any A4 sheets stuck into books should be trimmed on all edges and stuck to take a whole A4 page (in an A4 book), or a book larger than A4 is used. Worksheets should be of the highest quality and kept to a minimum. They may also be stored in a folder.

Children are initially taught how to set out their work to an agreed and neat method, which will then allow for creativity and personal expression when they have mastered the techniques.

Work in books will include: Date, the learning objective (LO) or **What I am learning to** (WALT) or title

For younger pupils or those with SEND, the Learning Objective or WALT in the form of an **statement** may be written by the pupil, their teacher or teaching assistant, or stuck into the book on a sticker or piece of paper

In maths, children record one number or symbol in each box and work down the page and only use pencil. Workings/jottings are shown.

Pens are used for writing in upper Key Stage 2 as and when staff feel it is appropriate for the child and task.

Erasers are used sparingly; children are taught to put a neat line through errors or mistakes so the teacher and pupils can understand them. Stickers or erasers may be used to cover errors on work to be displayed or presented to others.

Books: The children will work directly into a limited range of books; maths, writing (for all writing from all subjects), and sketch books. All **topic** or cross curricular work will go into the one writing book to ensure it is all viewed as importantly as writing in English lessons. An additional small number of books may be used if needed by a group, class or teacher of a specific subject.

Books will be labelled with the purpose, year group and child's name on the front. The child's name is also written on the tab at the top of the book's cover.

Displays

The purpose of displays is to:

- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that **we value their work and learning**
- **Create a learning environment that stimulates interest and discussion** to challenge children's knowledge and understanding of the world

- **Encourage respect for the school environment** and actively work to ensure it is an enriched place to work and learn
- Influence children in best presentation, personal organisation and general tidiness
- **Celebrate achievement** and raise self-esteem for all
- Use display and resources to **positively impact on learning**; through consolidation/reminder

A quality learning environment has a direct impact on the standards and attitudes of the pupils in our school. Display is not intended as decoration!

Initial stimulus displays should be in place before the children return to school in the new term or at the start of a new theme.

These include:

- Timetable and daily visual timetable
- Key questions and key vocabulary related to topics / specific subject areas
- Posters with accompanying questions to stimulate the children's interest
- Table-top displays of artefacts / books / resources linked to the curriculum
- Book corners set up / labelled and books attractively displayed (this may be a canopied or enclosed area to demarcate it from the rest of the classroom)
- As work is generated from the children this should be used to replace much of the adult generated displays and resources
- Welcome boards (outside of classrooms) must be completed **by the end of the third week of the Autumn term** at the latest

Displays should be carefully planned for and time built in for children to take forward work of the highest possible quality.

Classroom & corridor curriculum displays should be changed termly as a minimum. High quality displays can be recycled and moved to other areas of the school.

When displays are changed, worn or faded backing should be replaced and recycled. Displays should be maintained to ensure that they do not become tatty or ragged.

Work should be attached with staples or blu-tak. **Drawing pins should not be used to display work** as they are a health & safety hazard and detract from pupils' work. Staples should be inserted with the stapler at an angle to allow it to be removed easily.

Tape or blu-tak should never be used on painted walls as they damage the surface and look messy when work is removed. Do not staple into wood (doors, panelling and furniture).

Children should be taught how to mount and display work where possible, posters around school should be mounted, kept to a minimum and removed when the event is over.

Displays should use:

- Plain wall backing unless produced by children, e.g. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered.
- Thoughtfully and tastefully selected colours
- Borders that are made of purchased border rolls or handmade to a good quality. Work on display should not overlap the border, unless as an intentional design

element, as children's work should be thoughtfully positioned and spaced .
avoiding clutter that doesn't enable the work to be viewed.

- Fabric and other materials may be used to add interest to displays and to ensure quality presentation
- A high percentage of pupils' work which should significantly outweigh other display resources.

At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning.

Classroom displays should include: Timetable, seating or grouping plans, work from the theme (main theme e.g. Tudors)/Maths/English/Science/Computing/RE/PSHE.

All displays should have:

- A title (computer generated, neatly handwritten or created using stencils)
- Open/closed questions
- Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling

Written work on display (final draft work) should be neat and neatly marked with the learning intention or title clear to the audience reading it. Emergent writing of younger pupils and those with SEND may be annotated as appropriate.

Work should be mounted as appropriate to enhance the work or display. Art work should be single or double mounted using appropriate colours which complement the end result. Written work and A4 posters should be mounted.

Please ensure that work is trimmed and mounted **evenly** and intended straight edges are **straight**. Please use paper cutters provided. Pupils should be progressively taught to mount their own work.

Shared Display Boards: There are several boards around the school that have a purpose (School Council, Eco-Council, PE and Sport, Values, Values tree Houses and Certificates, showboards in the entrance area). There are boards in corridors that are on a rolling programme of responsibility to enable different year groups to see one another's work.

In addition classrooms must have:

- High quality writing displayed across the curriculum . as this is our continuing focus
- Support resources e.g. A maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words
- Working groups or seating plan
- Fire evacuation procedures (Health & Safety requirement)
- Book areas that are tidied daily and regularly sorted.

Children's books will have their name and purpose on the front. The child's name is also on a tab that is at the top edge of the book.

Children are not expected to scribble on or damage their books.

Classroom Environment

The overall effect of the classroom environment should be one of purpose and organisation. A high standard of organisation and display will support the further raising of

educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays or resources for children. Seat children where they can see any stimuli you are providing.

This means:

- Do not hoard resources! When you have finished using them they should be promptly returned to the Resources cupboards so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask someone).
- Be selective in what you keep, but check before throwing away something of value.
- Art/ stationery cupboards and paper chests should be sorted out regularly to maintain high levels of organisation and effectiveness.
- Teachers desks should set a good example!
- Storage materials (files/plastic boxes, etc.) need to be in good condition and attractive.
- Chairs and tables should be kept straight and tidy and chairs tucked under.

From the beginning of the school year clear routines and expectations should be established and maintained with the pupils:

- Warmly greeting the children
- Packing away/tidying up
- Lining up in the classroom to ensure controlled entry/egress
- Classroom monitors / Responsibility systems
- Stop signals (established phrases / sounds) and accompanying expectations
- Working in a calm, purposeful and settled manner
- Moving around the classroom and building
- Transition from one lesson to another managed, especially in the smaller classrooms.

Chairs under and tables are straight **before** children leave the classroom (and throughout the day as an established routine to avoid trip hazards).

The children are actively encouraged and trained to respect and take care of the whole learning environment and equipment, including at the end of the morning sessions and at the end of each day.

Section 4: Homework

Successful schools where pupils make good progress do set homework but there are many other factors involved in the progress of pupils. Homework is an area which can divide parents and at Long Furlong it is used to enhance learning and the development of personal skills while recognising that the research

However, homework is most effective:

- When there is greater parental involvement and support.
- When pupils are given short focused tasks or activities which relate directly to what is being taught, and which are built upon in school.
- When the purpose of the homework is clear to the children.

Why do homework despite research not supporting its effectiveness?

Regular, well-planned homework can:

- help a child develop good work habits and self-discipline;
- help develop a positive approach towards learning;
- provide opportunities for individualised learning;
- help parents to gain insight into their child's schoolwork;
- encourage use of external resources not found in school (e.g. public libraries, museums, etc.)
- assist preparation for future class work

Homework at Long Furlong will include a range of tasks and activities, including:

- reading alone or with a parent, including sharing books and talking about the story
- carrying out an activity set by the class teacher
- reinforcing and consolidating skills learned in class, including number facts and spellings
- undertaking individual research for a project

What the school offers:

At the beginning of each half term you receive a plan and email outlining the work that your child will be doing during the coming term. This curriculum email provides information to enable parents to plan opportunities which can enrich the child's learning, beyond classroom teaching and formal homework.

When teachers set homework, they will ensure that:

- the task is made clear to children and matched to their abilities;
- the time scales for handing work in are made clear;
- appropriate work is marked as promptly as possible;
- the regular completion of homework of a high standard is recognised and celebrated within the class.
- parents may be informed if homework has not been completed
- they give guidance on how long an activity will take

Homework might include:

Reception	Daily reading/sounds . 10 minutes a day is recommended
Years 1	Daily reading, sounds, spellings, number bonds Occasionally work to support other areas of learning
Year 2	Daily reading, sounds, spellings, number bonds and multiplication tables. Occasionally work to support other areas of learning
Years 3 and 4	Daily reading, English and/or mathematics with occasional assignments in other subjects
Years 5 and 6	Regular reading Regular weekly schedule with continued emphasis on English and

	<p>Mathematics but also ranging widely over the curriculum</p> <p>To revise for SATs and prepare for secondary school, Y6 homework will increase from Term 3 onwards.</p>
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Section 5: Pupils with SEND

It is a statutory requirement to have a SEND policy, this is to be used in addition to the Teaching and Learning Policy

Gifted and Talented Pupils

Definition

At Long Furlong School, we define pupils as gifted and talented if they demonstrate skills, knowledge and understanding at a level **significantly** above that of what is expected for a pupil of that age. This could be in one subject or across a range of subjects.

Gifted is generally used for pupils exceptionally able in academic subjects (maths, English, Science)

Talented is generally used for pupils who are exceptionally able in art, music, drama, PE or dance.

Identification and Monitoring

Gifted and/or talented pupils are usually identified by the class teacher. This may be through observations, teacher assessment and performance in standardised tests of ability e.g. end of key stage/end of year tests. These are shared and discussed with the parents and the Headteacher. Specialist teachers (e.g. music, PE) and parents may also bring a child's greater ability to our attention.

A register of the gifted and/ or talented pupils is kept and shared with all teaching and support staff annually. The Headteacher is responsible for monitoring the progress of identified pupils using the school's data tracking system. Feedback on this progress will be shared with staff and governors as necessary.

Provision

At Long Furlong School, we use a range of approaches to meet the needs of those identified as gifted and/ or talented. High quality teaching may mean that the provision does not appear different to that for other pupils.

Additional strategies to deepen and extend learning (from NACE, the National Association for Able Children) will include:

- Tasks and questioning which involve analysis, synthesis and evaluation
- Tasks which require problem solving, enquiry, critical thinking and research skills
- Rich tasks and mastery approaches
- Tasks and assessment which encourage metacognition and talking about the learning process

- Tasks and classroom management which encourage the use and development of independence and choice
- Encouragement of transfer of knowledge and transfer across disciplines
- More advanced and conceptually difficult content
- Consideration of big ideas and the identification of trends and patterns
- The use of higher order technical and disciplinary discourse

Parents will be informed if their child has been identified as gifted and talented through parental consultation meetings.

We are able to offer advice for parents on supporting gifted and talented children at home.

Monitoring Teaching and Learning

All monitoring of teaching and learning is to be done in a supportive way which reflects mutual professional respect. The aim is to develop the quality of teaching by encouraging and coaching all teachers to be reflective practitioners.

Teaching will be monitored in these ways:

- Classroom observation by the Headteacher
- Classroom observation by the reviewer in accordance with the Appraisal policy
- Classroom observation by mentors for newly qualified staff
- Classroom observation and monitoring of planning by curriculum co-ordinators
- Learning Walks
- Any external monitoring by LA Adviser or other agencies
- Peer observation
- Monitoring the quality of planning and book scrutiny
- Pupil conferences

Verbal feedback from formal observations will be given within 24 hours of the observation taking place. Observations will be recorded on the agreed pro-forma and given to the teacher within 5 working days. Feedback from Learning Walks and other methods may be given individually and/ or as whole school information.

Observations of lessons carried out by curriculum coordinators will be according to a previously agreed focus. The teacher being observed will be aware of this focus

Staff Development

The school's Staff Development policy sets out in detail the importance that high quality Inset and CPD has for teaching and learning and ensures our children receive excellent teaching.

Monitoring and review

The Teaching and Learning policy will be reviewed in Spring 2018 so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

APPENDIX 1

Practical Homework Advice for Parents and Carers

- * *Please ask your child to explain the task to you (this will demonstrate their understanding of what they have been asked to do) and then support them by ensuring they have the relevant materials and resources.*
- * *Agree a time frame and a place to work and try to work within it.*
- * *Do encourage good standards of presentation and ensure the work is given in on time.*
- * *It is tempting to do the work for your child if he/she is finding it difficult - please resist the temptation. However, you could do similar examples. Please let the teacher know **BEFORE** the deadline if there are difficulties.*
- * *If your child regularly runs out of time or finds the work too hard, please let your class teacher know.*
- * *If your child regularly finishes in less time, again you may need to let the class teacher know but do encourage your child to check their own work to ascertain if they are completing the task properly and they have undertaken any possible extension activities.*