



Teaching and Learning Policy

Everything we do is about learning

We understand that the single most important factor in successful schools is the quality of learning. As teachers we must face up to the power and responsibility we have: *what we do affects students' life chances.*

Since learning is the core activity at this Humanities College, it therefore follows that:

1. The focus will be on young people and their learning
2. The adults in the school are encouraged to be continuing learners themselves
3. Staff are encouraged to collaborate by learning with and from each other to ensure a consistency of approach
4. The school as an organisation is a 'learning system'.

Values of The Elmgreen School

1. SOCIAL LEARNING - To ensure that all members of the school community are committed, enthusiastic and independent learners:
 - *they have high self- esteem*
 - *they are aware of their own learning styles, particular gifts, talents and qualities, and can discuss them openly and confidently.*
 - *they can set themselves targets and work towards them*
 - *they are adaptable problem solvers*
 - *they are confident ICT users*
 - *they view learning as challenging, fun and continuous*
 - *they see learning as a key part of their personal development*
 - *they are able to learn the social skills that enable to achieve*
 - *they are aware of emotional intelligence and use it to their advantage*

2. PERSONALISATION - To ensure that our students are able to access a curriculum that encompasses their academic, social and personal learning in a way that enables each individual to succeed. encourage our students to recognise their humanity.

3. QUALITY– To ensure that every aspect of the school’s work is of the highest quality so as to ensure the success of each member of the community. To consistently monitor and reflect upon the work of the school and strive to develop further.

4. COMMUNITY – To enable our young people to take their place as active citizens in a democracy by developing shared values based on teamwork, co-operation, responsibility, respect, tolerance and perseverance in the face of adversity .To work in partnership with the local community to promote social inclusion and to raise achievement. We intend to be at the heart of a vibrant, confident and outward-looking community, where people from different cultures and ethnic backgrounds will choose to live, learn and work. To instil core values of respect and integrity in every experience that they have in the school.

5. ENJOYMENT – To ensure that all members of our school community enjoy working and learning in our institution. To maximise every opportunity to learn in a happy, friendly and supportive environment where all members respect each other’s rights to enjoy their development and progress.

The Aims of the Curriculum at The Elmgreen School

The Elmgreen School is committed to planning a curriculum that looks for opportunities for subject departments to work together to deliver common curriculum aims in a common style that enhances learning.

The curriculum is mapped across all key stages to increase awareness amongst all learners about common skills or themes. Each project scheme of work makes clear when there are opportunities to work with other subject areas. Each subject area has ensured that they teach common skills using the same methods and crucially the same language. Some subject departments have arranged to deliver complimentary projects at the same time to enhance learning. Some may teach concurrently if appropriate.

There is a curriculum map which demonstrates the links across the school. All teaching staff should make themselves aware of the links so that they can make them clear to the students and reinforce learning done in other parts of the school.

We will ensure that the curriculum on offer at The Elmgreen School meets the following principles

- Encourage innovation and connectivity between subjects
- Be flexible and personalised
- Prioritise literacy, oracy and the student voice
- Develop independent learning
- Encourage collaboration, integration and dialogue
- Seek opportunities to involve the community and parents
- Give a high status to the use of books and will prioritise the development of reading
- Encourage enquiry and problem solving
- Give students the opportunity to feel valued, respected and involved
- Meet all statutory requirements

Aims

1. To set out the basic conditions for effective teaching and learning; the pedagogy and practice of The Elmgreen School
2. To make clear to all members of the school community how we teach and learn at The Elmgreen School
3. Ensure that the values of the school are recognisable in its core activity

Objectives of the Learning Policy

- To enable effective learning to take place in every classroom.
- To ensure that the focus will be on young people and their learning.
- To make explicit our beliefs about the characteristics of an effective learner.
- To enable all members of the school community to be successful learners.

Outcomes

As a result of the Learning Policy, graduates of The Elmgreen School will be:

1. Effective independent learners
2. In receipt of a good, well balanced, consistent curriculum that meets their needs
3. Able to enquire and solve problems
4. Able to see the links between curriculum areas
5. Able to transfer skills across their curriculum experience

Indicators for Success

As a result of the Learning Policy, the school will benefit from

1. Well organised and well planned curriculum areas
2. Consistent approach to teaching and learning evidence and documentation
3. Excellent contextual value added scores that reveal that all students have at least met their potential

Planning

At The Elmgreen School we recognise that there are three stages to planning; long, medium and short term planning.

The Long Term Plan – The Curriculum Map

This is a continually evolving document that responds to the needs of our students. It is a consistent point of reference for all staff in all subject areas, and is the first point of enquiry into the curriculum offer of The Elmgreen School. It provides an overview of what each subject area is teaching at each stage of the year. It reveals thematic and skills based links between subject areas in a clear and concise way to enable all staff to access information that will enable them to deliver key themes and skills in a consistent way. It should be updated regularly by subject leaders and is monitored and reviewed by the deputy head teacher with responsibility for the curriculum.

The curriculum map is found on the school portal - [here](#)

The Medium Term Planning – The Project Scheme of Work

To ensure that all of our courses meet the requirements of the national curriculum or examination syllabus frameworks, each course is divided into projects that together ensure progress towards meeting all of the framework objectives. Subjects may teach on average five projects per year; one project per 7 weeks which leads to a formal assessment.

Each project will be set out using The Elmgreen School Project Scheme of Work template.

This template has a front sheet which sets out the principles and outcomes of the project. These front sheets provide an opportunity for each subject area an opportunity to ensure that all framework objectives are met across the curriculum model.

Each project should have a formal assessment at the end. Students should be aware of the assessment criteria for the project from the beginning. Each project should have a clear assessment sheet completed by the teacher and/or student at the end.

The next part of the project scheme of work is a suggested sequence of class and homework activities that the teacher may follow in order to ensure all framework objectives are met. This is a rich and organic document that exists on the school network. It provides hyperlinks to a variety of book, whiteboard, internet and office documents that enable the teacher to plan appropriately for their own class. Each teacher can add to the resources as they work through the project. Each department is responsible for the upkeep of their own projects and resources. Each subject leader is responsible for ensuring delivery of key objectives across their department.

An example of a project scheme of work is [here](#).

The Elmgreen School project scheme of work template is [here](#).

An example of an assessment sheet is [here](#).

Short Term Planning – The Elmgreen School Good Lesson

The teacher is responsible to understand the requirements of the curriculum and adapt the suggested sequence of activities in the project scheme of work to meet the needs of an individual class of students.

The teacher should be able to use the The Elmgreen School Good Lesson plan template to set out how they will deliver each lesson to ensure that the class progress towards achieving all of the framework objectives of each project. The Elmgreen Good Lesson Plan template provides an opportunity to clearly set out the objectives, activities and resources for each lesson in enough detail for a visiting observer to understand how the class are intended to progress. It is not a requirement for everyday planning.

Each teacher at The Elmgreen School has their own teacher planner which provides them with the space to detail in note form the objectives, activities and resources needed for each lesson in enough detail for their own understanding of how each class are intended to progress.

The Elmgreen School Good Lesson Plan Template is [here](#).

The Elmgreen School Consistency of Practice

We have agreed a common approach to curriculum planning, based on the The Elmgreen Good Lesson. This makes the following practices and procedures explicit:

1. Planning follows the guidelines laid out in The Elmgreen School Good Lesson Plan.
2. Teachers should plan with intellectual quality in mind.
3. Learning objectives are made clear and shared with the students
4. The lesson begins with a starter activity which sets the scene, re-caps on previous learning, sets the learning in a larger context and usually involves a short warm-up activity (see brain laterality above) .
5. Teacher explanations and instructions should be clear, unambiguous and pitched at the right level.
6. The main teaching activity involves paying attention to different learning styles and intelligences. A variety of activities should be evident.
7. Good quality interactive teaching should be in evidence.
8. Questioning should be structured, targeted and challenging with a view to encouraging higher order thinking skills and intellectual quality.
9. Work should be matched to the ability, strengths and interests of the students.
10. Pace should be maintained throughout.
11. The lesson ends with a short plenary, when learning is reviewed with the students.

Detailed below are our minimum expectations of how practice should be consistent across the school.



The Elmgreen School Classroom: Consistency of Practice

Lesson Structure

1. Introduction

- Student greeted personally with a smile by teacher at door
- Learning Objectives on board or spoken at beginning of lesson
- Every lesson must have a starter – possible for students to begin as soon as they arrive
- Planners on desks
- LSA enters the classroom last after ensuring all members of class are in classroom
- Register
- Review prior learning
- Outline aims

2. Learning activities

- Liaise with LSA at beginning and throughout lesson
- Clear episodes/phases/steps in the lesson – avoid long periods of time on one task
- Homework set at an appropriate time
- Minimise teacher talk
- Clear, concise instructions – get replay
- No hands up – directed questions that give opportunity to follow up
- Hands up when quiet required
- Students who wish to leave the lesson must have planner signed by teacher or LSA
- In practical lessons students must ensure that the classroom is ready for the next class

3. Plenary

- Merits given
- Plenary questions:
 - What went well today?
 - What words, facts or activities do you remember from this lesson?
 - What needs to be improved next time? (If necessary)
- **Celebrate positives**
- Students are seen personally at door by teacher with personalised comment (e.g. 'Well done, Raksha')
- Planner check 3.10



The Elmgreen School Classroom: Consistency of Practice

Groupings

- The teacher decides where students sit at The Elmgreen School
- Vary your student groupings depending upon the task
- Students should not sit in the same seat for many lessons in a row

Presentation of Work

- Date on Left –Wednesday 6th March 2008
- Headings centre
- Underlined
- Blue or black ink

Literacy

- Capital letters and full stops – please correct
- JWL will advise of a regular focus

The Nature of Learning

We adhere to the following key principles of learning, based on current research about how the brain works and the nature of learning:

1. An understanding of *The Triune Brain*

	Features	<i>Key principle of learning</i>
The reptilian brain	Primitive behaviours and the inhibition of thinking, such as territoriality, mating rituals (flirting), ritualistic display (attention seeking), hierarchical behaviour (gangs), repetitive and predictable daily routines	<p>A learner under threat is unable to think and learn effectively, therefore</p> <p><i>The learning environment should minimise threat and uncontrollable stress</i></p>
The limbic system	Emotions and memory; values and attention, such as social bonding, sexuality, emotions, expressiveness, values, memory.	<p>There are strong links between emotions and memory, therefore</p> <p><i>The learning environment should promote positive self-image and high self-esteem and engage positive emotions.</i></p>

<p>The neo-cortex</p>	<p>Underused potential; neural networks; learning for understanding; meaning and memory.</p> <p>This is the main area of the brain concerned with thinking and remembering, but it is integrated with, and sometimes controlled by the other two 'brains'.</p> <p>The key functional unit of the cortex is the neuron (100 billion of them and each one able to make 20,000 connections with any one of the others) . Each neuron is capable of operating at a greater level of complexity than the most powerful microprocessor yet devised.</p> <p>Learning occurs when neurons form new connections and these are made when we have to think, to solve problems, to perform understanding. Links which are not regularly activated degenerate- the memory fades ('use it or lose it')</p> <p>Timely and accurate feedback helps neurons learn first to fire together , then to wire together as networks.</p>	<p><i>Learning activities should :</i></p> <p><i>encourage learners to perform their understandings</i></p> <p><i>provide regular opportunities for review and reflection</i></p> <p><i>include timely and accurate feedback.</i></p>
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2. *Brain laterality*

<p>The neo-cortex of the brain is divided into left and right hemispheres.</p>	<p>Key principle of learning</p>
<p style="text-align: center;">Left Brain</p> <p>Language Logic Mathematical formulae Number Sequence Linearity Analysis Words of a song Learning from the part to the whole Phonetic reading system Unrelated factual information</p>	<p>Most people show a bias towards using one or other hemisphere- though the degree of bias varies considerably. This influences our thinking and learning styles.</p> <p>The right brain generally reaches maturity by age 7, but the left not until age 9. Therefore children under 7 find activities involving logical processing and fine motor control frustrating.</p> <p>Most school work favours left brain thinking. Material is typically presented in a logical, sequential way without the benefit of an integrating 'big picture'. Right-brain learners need the 'whole picture' first, therefore lesson starters should always include setting any new work in context: making clear how it fits into 'the big picture'.</p>
<p style="text-align: center;">Right Brain</p> <p>Forms and patterns Spatial manipulation Rhythm Musical appreciation Images and pictures Dimension Imagination Tune of a song Learning from the whole then parts Daydreaming and visioning Whole language reader Relationships in learning</p>	<p>The links between the left and right brain are generally better developed in girls. Therefore girls are generally better able to articulate their feelings by linking language (left) with emotions (right).</p> <p>Effective thinking and problem-solving requires 'whole brain' learning which integrates specialist functions of both hemispheres. For example: emotional as well as logical reasoning; creative as well as critical thinking; synthesis as well as analysis of information; searching for patterns and relationships as well as sequencing decisions and actions.</p>

3. Multiple intelligences

Type of intelligence	Characteristics of intelligence	Key principle of learning
<u>Linguistic intelligence</u> Clarity with language, sensitivity to sounds, to the meaning and order of words, and the different functions of language.	Learners with high linguistic intelligence enjoy listening to stories and expressing their ideas orally and on paper.	The learning environment should recognize that individual learners have legitimately different behavioural needs. Learning activities should provide ample opportunities for learners to use and develop the whole range of multiple intelligences.
<u>Musical intelligence</u> Recognition of tonal patterns, sensitivity to rhythm and beats. Constructing raps and jingles helps to develop this intelligence.	Learners with high musical intelligence enjoy the rhythms and rhymes of songs and raps. They may learn well by recording their own learning to music.	
<u>Logical-mathematical intelligence</u> Understanding the world through a grasp of the actions that can be performed on objects.	Learners with high logical-mathematical intelligence enjoy discerning patterns and relationships, and solving non-verbal problems involving sequence, logic and order	
<u>Visual intelligence</u> Ability to perceive the world accurately and to be able to recreate aspects of our visual experience.	Learners with high visual / spatial intelligence tend to be highly creative. peripheral messages placed at – or higher than- eye level stimulate the use and development of this intelligence.	
<u>Bodily-kinaesthetic intelligence</u> Deals with physical movement and knowledge of how the body operates.	Learners with high bodily-kinaesthetic intelligence enjoy role play and mime, field trips and group games, all of which also stimulate its development.	
<u>Naturalist intelligence</u> Ability to recognise and classify animals, plants and minerals.. Activities which emphasize caring for the class and school environment stimulate the development of this intelligence.	Learners with high naturalist intelligence enjoy the natural environment and are sensitive to its interrelatedness	
<u>Interpersonal intelligence</u> Ability to notice and make distinctions between the moods and temperaments, motivations and intentions of other people. Collaborative group activities help develop this intelligence.	Learners with high interpersonal intelligence enjoy discussion and interviewing people.	
<u>Intrapersonal intelligence</u> Involves a well developed sense of self, the ability to access one's feelings and emotions and use them as a means of understanding and guiding one's behaviour. This intelligence is developed by activities which encourage regular reflection on learning and behaviour.	Learners with high Intrapersonal intelligence enjoy introspection, philosophical discussion and expressing their feelings.	

4. *Styles of thinking and learning*

Our brain perceives the world through three main modalities:

	Some characteristics	Key principle of learning
Auditory Learners (34% of the population)	Talkative, love discussion, go into lengthy descriptions Talk to themselves while working Easily distracted by noise Learn by listening and remember what was discussed rather than what was seen.	Learning activities should cater for different thinking and learning styles.
Visual Learners (29% of the population)	Neat and orderly Appearance oriented in both dress and presentation Not distracted by noise Doodle during conversations and meetings	
Kinaesthetic Learners (37% of the population)	Touch people to get attention Physically oriented and move a lot Gesture a lot Can't sit still for long periods of time. Boys are more likely to be kinaesthetic learners.	

Questioning

Questions can be categorised by the type of intellectual responses they elicit:

First-Level Questions

First-level questions require fact-collection, counting, defining, describing, listing, naming or recalling data.

Second-Level Questions

Second-level questions involve the processing of information by comparing, contrasting, classifying, distinguishing or explaining.

Third-Level Questions

Third-level questions encourage individuals to see relationships and patterns by evaluating, hypothesising, imagining, predicting or idealising. It is these third level questions which enable students to access higher order thinking skills.

Scaffolding Questions

A good classroom dialogue involves all three levels of questioning. By scaffolding their questions, teachers can help students start with a foundation of known facts, delve more deeply into the reasons for the facts, and design hypotheses that spring from these facts and explanations.

Each level of questioning uses key words to prompt certain types of responses:

- First-level questions ask for short responses and usually refer to events in the past tense, using verbal cues such as *who, what, when, where*. For example, "who was the first person on the moon?"
- Second-level questions pose the questions how and why: "How do these events compare?" For example, "what did Neil Armstrong and Christopher Columbus have in common?"
- Third-level questions include *what if* questions that prompt prediction and hypotheses: "How would the United States be different today if the first American settlers had come from Japan?" Third-level questions require conditional, speculative thinking.

Strategies for Promoting Questioning/Scaffolding:

Teachers can promote self-directed learning not only by scaffolding their own questions but also by teaching students to understand and utilise the three levels of questions. Students who understand the complexities and purposes of different types of questions can modify their own learning and ask questions that will strengthen their critical thinking skills. Teachers can facilitate this process in several ways:

- Teach students how to recognise progressively difficult levels of questioning.
- Instead of measuring recall with a standard test, ask students to design test questions incorporating all three levels of questioning.
- In classroom discussions, scaffold questions to encourage students to layer knowledge and construct thoughtful responses.

How To Improve Student Answers Before You Ask The Question

- Question all the students
- Use 'No Hands- up'
- Understand the thinking required. Analyse the question before it is asked and model that thinking before the question is asked.
- Establish a gap between asking and answering.
- Search for answers in notes or pictures. Ask students to jot down notes or sketches of their ideas. This clarifies vague or implicit thoughts.
- Talk in small groups. An opportunity to formulate and exchange idea midway between solitary thought and the daunting arena of the whole class.

After the Answer: How Teachers Can Use Their Responses To Learners' Answers To Increase The Depth Of Students' Thought

1. **Silence & Waiting Time** - make a habit of counting to five before offering any response.
2. **Probing** - Ask students to correct their answer by:
 - saying how they arrived at the answer
 - stating the reasons for the answer
 - citing the specifics on which the answer is based; and
 - giving concrete answers.
3. **Accepting** - State provisional acceptance – “That’s interesting” – “Let’s explore that”.
4. **Clarifying and correcting**
 - When the answer is incorrect, state the question for which the answer is correct.
 - When the answer is garbled or confused, restate the Answer or ask a student to restate it.
 - When the question is irrelevant use a focusing question. For example, “John, how does your answer relate to our question about.....?”
5. **Elaborating**
 - **Generative elaborations** ask students to build on their answers by adding more of the same – further examples, more data, and additional specifics. “Good, what else can you say?” “Any other possibilities?”. Draw lists of answers on the board. Give brief, encouraging feedback; “Good, that’s nice”, “Let’s have some more”.
 - **Lifting elaborations** ask students to make something more of their answers by creating a tentative generalisation that unites and explains a variety of data. Ask students to make generalisations; “Are there any patterns or themes in your answers?”, “What common features do you see?”, “Is there a general cause at work here?”. Ask students to relate their answers to possible consequences, similar situations, and other issues. Ask students to re-examine their position from different standpoints.

Personalisation

The Elmgreen School Good lesson makes clear that every teacher has responsibility for ensuring that students' needs are catered for. This involves taking account of preferred learning styles, students' different strengths and weaknesses and the concept of multiple intelligences. The use of a wide variety of teaching strategies is a key factor in ensuring effective differentiation in the classroom. There follows a simplified list of ways to plan variety. It is not an exclusive list:

<p style="text-align: center;">Organisation</p> <p>Whole class Small group work Paired work Individualised Resource led Changing seating arrangements frequently Developing partnerships Teacher centred Pupil centred Team teaching Teacher support Withdrawal of small groups Changing room layout to reflect different activities. <i>...and many more</i></p>	<p style="text-align: center;">Practical</p> <p>Demonstrations Fieldwork Design and make Experiments Research Investigation Practical activities Problem solving Project work Surveys and visits Case studies Modelling IT <i>and many more activities which enable kinaesthetic learners to make progress</i></p>	<p style="text-align: center;">Oral work</p> <p>Brainstorming Debating and listening skills Game-show formats Card games / matching Peer led discussion Student –adult discussion Teacher-led discussion Whole class discussion Open-ended questioning Review Intervention strategies Sequencing Cloze</p>
<p style="text-align: center;">Presentation</p> <p>Board work Creative writing Drama Interviews Graph work Reporting to group Role play Worksheets Display work Audio-visual resources</p>	<p style="text-align: center;">Readability</p> <p>Checking for complexity of texts. Structure of worksheets. Clear, legible texts. Use of writing mechanisms Use of key words 'Warming up the text' before reading. <i>.. and much more as outlined in our Literacy Policy</i></p>	<p>Extension work High expectations Use of high order activities Open ended activities Problem solving <i>...and much more as outlined in our Policy for Gifted and Talented students.</i></p>

Marking

Marking forms part of the contractual and professional relationship between the teacher and the student. It enables the teacher to monitor students' progress, to celebrate students' achievements and to identify ways in which students can improve.

Attainment

- Assessment criteria for key assessments are published in student-friendly formats
- NC Levels/ GCSE Grades are awarded and recorded for key assessment pieces and for substantial pieces of work where appropriate
- Learning targets (or progress targets) are regularly set- at least once every three weeks in core subjects and at least every six weeks in non-core subjects. Targets should be linked to NC/GCSE criteria.

Effort to achieve


- Teachers award and record **effort to achieve** on a 5 point scale.
- We should continue to use the same symbols in the interests of consistency

M	Maximum effort to achieve
H	High effort to achieve
S	Satisfactory effort to achieve
X	Insufficient effort to meet target level

- Students' work must be marked at least fortnightly. An effort to achieve grade allocated.

How work is annotated

- Teachers should indicate to students what a task is going to be marked for-relating to Learning Objectives of project or lesson and assessment criteria of task.
- Marking is not about correcting. Teachers highlight errors: students correct them.
- Correction time needs to be built in to class and homework routines.
- Teachers should not feel that they have to mark every spelling and punctuation error.
- Here is, however, a set of baseline literacy expectations that all staff need to mark for. These are
 - Full stops and capital letters
 - The 100 basic spellings (because, does etc.)
 - Paragraphs
- Teachers should also mark subject-specific spelling errors (key words or target vocabulary)
- The following symbols are to be used:

//	to show where a new paragraph should be
defin <u>a</u> te	to show exactly where a spelling error occurs
you ^o ll	to show a punctuation error
we went /\ shops	to show a word is missing
	to show the sense is unclear

Staff development

We expect all staff at The Elmgreen School to be on a learning journey: adults need to model learning behaviour by behaving as effective learners themselves.

We are committed to continuous professional development focussing on the art and science of pedagogy: on managing learning in classrooms. Most staff training sessions will focus on improving teaching and increasing our knowledge and understanding of the learning process.

Our *Observation and Monitoring Policy* makes clear the powerful role that observation and peer coaching have in creating a stimulus for professional development. Likewise, the CPD policy outlines routines and procedures for staff professional development.

Baseline data, assessment and target setting

Assessment should be inherently formative and give students genuine feedback on their learning. The procedures used by the school for collecting baseline data, assessment and target setting are fully explained in the Assessment Policy.

How we monitor teaching and learning at the The Elmgreen School

1. Systematic programme of lesson observations, which are carried out by Middle and Senior Management . See our *Observation Policy* for more details.
2. Monitoring of exercise books, planning and marking as part of the lesson observation programme.
3. Monitoring of displays of students' work.
4. Homework checks carried out by Middle and Senior management.



Homework Policy

Definition

Under the DCSF guidelines* homework is defined as ‘any work or activities which pupils are asked to do outside of lesson time, either on their own or with parents or carers’

Aim

The aim of this policy will be to state our approach to homework and explain its place in the curriculum and outline our expectations of students, teachers and families.

The Purpose of Homework

‘pupils in the highest achieving schools spend more time on learning activities at home than pupils in other schools’ *

Homework

- Encourages regular study habits, perseverance and self-discipline for life long learning
- Can offer opportunities for work, including research independent of the teacher
- Can open up the curriculum, exploiting materials and resources not always available in the classroom
- Is an important strategy for encouraging motivation, creativity and initiative
- Gives opportunities for practising and consolidating skills learned in class
- Provides an important bridge between home and school and a means of involving parents and others

Students need to

- be totally clear on the need for and benefits of homework
- be able to apply this understanding
- be able to or enabled to organise their work
- know how, when and where to best to do their homework, they should be supported to be able to make relevant choices for their own circumstances
- be supported to be able to assess the quality of the work they have done
- know how and when to involve others and what support is available

Appropriate tasks for homework

Good homework will involve a variety of activities or tasks and have clear learning objectives that are shared with the students. Finishing work from class should generally be avoided and tasks should either be discrete or be leading to or informing another task or outcome. Tasks could include

- Extended writing, factual or imaginative or preparation of drafts of such work
- Illustrations, charts, map work, design and artwork
- Simple experiments
- Reading, (intensive or extended) books, magazines, journals, newspapers, articles, etc
- Developing and extended project or examination coursework, involving different levels of skill
- Research work, fact finding, gathering information, gathering or analysing sources, evaluating evidence, forming judgements
- Library visits
- Learning by rote/heart
- Report writing
- Interviews
- Designing
- Making a model
- Structured tasks within projects
- Revising a unit of work for assessment
- Collecting materials , perhaps from a library or items not immediately available in school, for a verbal report or art/design work
- Listening to/watching a particular relevant broadcast or film
- Practising a particular skill
- Work on the internet
- Writing a draft from class into best

Setting homework

Whilst all students work at different rates we believe it is important to give guidelines of time to help students and families.

Year 7-8 : 3 x 30 minutes per day

Year 9-11 : 3 x 45 minutes per day

Extended homework can be set covering more than one homework session. Some subjects will be expected to set one piece a week, others 2 and some fortnightly. A timetable will be issued at the start of term to all students and families.

Giving effective homework

It is vital that homework is given at a point of the lesson when it is possible to give instructions, allow time for explanations and questions, as well as students record it in their planners.

Homework tasks should be clear in terms of

- what is expected of each student
- when it is to be completed by
- where it is to be done (which book etc)

Teachers should plan homework as an integral part of the learning and how it fits into their assessment for learning.

Careful consideration needs to be given to the needs of EAL and SEN students in setting homework.

Staff should also be sensitive to the responsibilities some students may have outside of school and be flexible where reasonable requests are made by families..

Assessment and monitoring of homework

Appropriate feedback on homework tasks can take a variety of forms, such as oral feedback, self-evaluation, acknowledgement and diagnostic marking.

- Assessment criteria for key assessments are published in student-friendly formats
- NC Levels/ GCSE Grades are awarded and recorded for key assessment pieces and for substantial pieces of work where appropriate
- Students' work must be marked at least fortnightly in core subjects and every three weeks in all other subjects. An Attitude to Learning grade should be allocated.
- Learning targets (or progress targets) are regularly set- at least once every three weeks in core subjects and at least every six weeks in non-core subjects. Targets should be linked to NC/GCSE criteria. An Attitude to Learning grade should be allocated.

Effort to achieve

- Teachers award and record **Attitude to Learning** on a 4 point scale.
- The following symbols should be used



M	Maximum effort to achieve
H	High effort to achieve
S	Satisfactory effort to achieve
X	Insufficient effort to meet target level

How work is annotated

- Teachers should indicate to students what a task is going to be marked for-relating to Learning Objectives of project or lesson and assessment criteria of task.
- Marking is not about correcting. Teachers highlight errors: students correct them.
- Correction time needs to be built in to class and homework routines.
- Teachers should not feel that they have to mark every spelling and punctuation error.
- Here is, however, a set of baseline literacy expectations that all staff need to mark for. These are

Full stops and capital letters
The 100 basic spellings (because, does etc.)
Paragraphs

- Teachers should also mark subject-specific spelling errors (key words or target vocabulary)
- The following symbols are to be used:

	to show where a new paragraph should be
defin <u>a</u> te	to show exactly where a spelling error occurs
you ^o ll	to show a punctuation error
we went /\ shops	to show a word is missing
	to show the sense is unclear

Support for homework

The school issues generic advice for families on how they can support the learning of their children. Departments also issue subject specific advice to support home learning. Additional guidance to parents can be found at

http://www.teachernet.gov.uk/_doc/7298/3064_HYCL_Homework_A_W.pdf

Review of the policy

The homework policy will be reviewed by the Achievement Committee of the Board of Governors.

* Homework: Guidelines for Primary and Secondary Schools Nov 1998 DfES