



Teaching, Learning, Homework and Assessment Policy

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Teaching, Learning, Homework and Assessment Policy

1 Introduction

Policies at Wollaston School are designed to support the ethos, aims and vision of the School as outlined in the School Improvement Plan. They are written to ensure that we achieve the best possible provision for our students and improve their life chances.

2 Rationale

We believe that a Teaching, Learning, Homework and Assessment Policy will clarify the School's standards and expectations, in line with the Teachers' Standards, and improve the quality of teaching, learning and assessment for learning across the School. This policy will support our mission to achieve 'Great Outcomes for Every Student'.

Effective teaching promotes high levels of learning, progress, enjoyment and well-being for all students and it uses marking and assessment as an integral mechanism for meeting the needs of all students.

In line with our School aim to **Inspire, Motivate and Achieve** and our improvement mission of 'Great Outcomes for Every Student' we want to promote high expectations for every member of the Wollaston School community by setting ourselves ambitious targets and developing a growth mind-set.

3 Aims

- 3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways students think about subject content. They identify students' common misconceptions and act to ensure they are corrected.
- 3.2 Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage students' behaviour highly effectively with clear rules that are consistently enforced.
- 3.3 Teachers provide adequate time for practice to embed the students' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students. Teachers identify and support any student who is falling behind, and enable almost all to catch up.
- 3.4 Teachers check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- 3.5 Teachers provide students with incisive feedback, in line with the School's assessment policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively.
- 3.6 Teachers set challenging homework, in line with the School's policy, and as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students for work to come.



- 3.7 Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress.
- 3.8 Teachers are determined that students achieve well. They encourage students to try hard, recognise their efforts, celebrate successes and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning and encourage students to actively take part in their learning.
- 3.9 Students enjoy the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and regularly take up opportunities to learn through extra-curricular activities.
- 3.10 Students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- 3.11 Teachers are quick to challenge stereotypes and the use of derogatory language **in lessons** and around the School. Resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience.

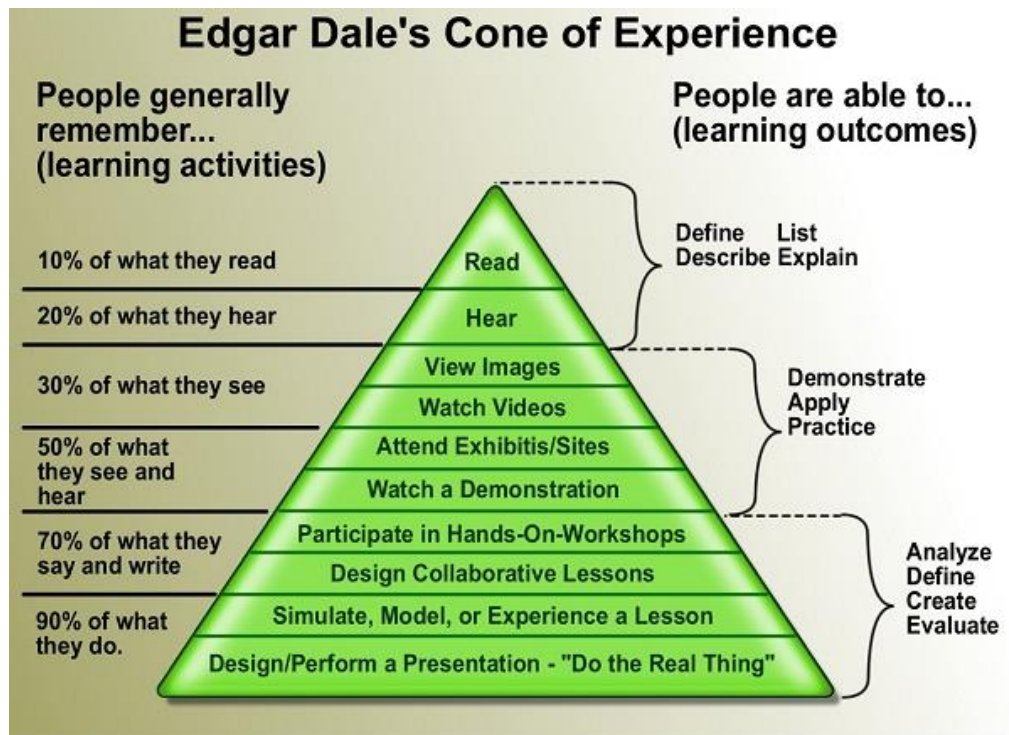
4 Quality of Teaching and Learning Implementation

- 4.1 **In line with our School aim to: Inspire, Motivate and Achieve and our Whole School Charter for Teaching and Learning (Wollaston 8) and Five Golden Rules (FIQSS), we will:**
 - 4.1.1 Deliver well planned lessons that utilise a variety of appropriate and challenging resources (W8 - Know Your Students and Challenge and Differentiation).
 - 4.1.2 Have a secure knowledge of the relevant subject(s) and curriculum areas we teach, foster and maintain students' interest in the subject, and address misunderstandings.
 - 4.1.3 Demonstrate a critical understanding of developments in the subject and curriculum areas we teach. Ensure planning takes into account all students' weaknesses and starting points and enables all students to make good progress through effective differentiation. Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those with Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them (W8 - Know Your Students and Challenge and Differentiation).
 - 4.1.4 Supervise corridor movement in the vicinity of our classrooms between sessions to support students to move to lessons calmly and promptly.
 - 4.1.5 Meet and greet students as they enter and ensure lessons start punctually and purposefully (W8 - Purposeful Start).
 - 4.1.6 Have high expectations of all students and have well established classroom routines (W8 - High Expectations/Culture for Learning).
 - 4.1.7 Use GO4SCHOOLS to record attendance and punctuality to each lesson and to monitor, reward and sanction student behaviour as appropriate.



- 4.1.8 Ensure that lessons have a clear learning objective(s). Learning objectives are important because they help secure progress, support planning and focus the teaching on what students need to learn; they help students see the purpose of individual lessons (W8 - Lesson Objectives).
- 4.1.9 Communicate learning objectives with students and revisit them throughout the lesson so that they understand and share ownership of what they will be learning in the lesson. Make it clear to students how these learning objectives will be achieved (outcomes) (W8 - Lesson Objectives).
- 4.1.10 Demonstrate key elements of good AFL practice in every lesson and continually assess students' progress against intended outcomes through questioning and the monitoring of work around the class (W8 - Questioning).
- 4.1.11 Use skilful questioning to gauge students' understanding and reshape explanations and tasks where this is needed (W8 - Questioning).
- 4.1.12 Use peer and self-assessment strategies.
- 4.1.13 Give students regular feedback, both verbally and through accurate marking, and encourage students to respond to the feedback (W8 - Quality of Work and Marking and Feedback). All have an expectation of all students to improve and develop their English and Mathematics skills (W8 - Quality of Work).
- 4.1.14 As subject specialists, check spelling of technical and age-appropriate general vocabulary and correct as appropriate.
- 4.1.15 Maximise student participation in lessons (W8 - Engagement).

Refer to Edgar Dale's diagram on next page):





4.1.16 Deploy support staff effectively with clear guidance to enable students to make good progress in lessons.

4.1.17 Set appropriately challenging homework that will reinforce and extend learning.

5 Quality of Assessment and Feedback (W8- Quality of Work and Marking and Feedback). The expectation is that:

- 5.1 Marking and feedback is regular and there is detailed feedback **at least** twice per half-term (every three to four weeks).
- 5.2 Disadvantaged students to have their books marked first and returned first for optimum 'FIX-IT' (The 5 Golden Rules - FIQSS)
- 5.3 All teacher marking and feedback (including formal verbal feedback), will be dated and initialled by the teacher.
- 5.4 There is clear, specific, formative and incisive written feedback that enables students to make gains in their learning. This must be consistent with your faculty policy, which may be for example, 'WWW/EBI' or 'two stars and a wish' or 'positive comment and improvement target'.
- 5.5 Feedback should be linked to learning objectives and success criteria and should provoke thinking. Feedback should be structured in a way that allows students to improve or use the feedback to extend a piece of work.
- 5.6 Students must use 'FIX-IT' time to correct and act on feedback in GREEN pen. Where appropriate, students may mark this clearly as 'FIX-IT'.
- 5.7 If formal verbal feedback is given, the teacher writes 'VF' or uses an ink stamp to indicate this and ensure students write a response in green pen to demonstrate the impact of the feedback given, and how they will use the feedback to improve.
- 5.8 Feedback will incorporate praise and clearly state why the work is good and not just unqualified comments like 'good' or 'well done' (use success criteria or learning outcomes).
- 5.9 Where applicable, working at grades will be given for classwork, homework or assessments and students will be given diagnostic targets of how to move up a grade. Assessment grades will be recorded on GO4Schools in line with calendared deadlines.
- 5.10 There will be marking for literacy and wherever applicable, numeracy. Highlighting literacy errors, for example: spelling, grammar, punctuation, definitions etc. Students should be routinely correcting these errors in GREEN pen. It may not be feasible to correct every error – but age-appropriate expectations, key terms and subject specific terminology will be considered.
- 5.11 The following literacy codes will be used:



Whole School Literacy Marking Symbols:

Use of these symbols should indicate to the student that you would like them to fix the error or omission.



= circle incorrect use of punctuation or punctuation omissions.



= underline incorrect spellings.



= wavy underline any grammar errors, such as missing words or incorrect word order.

6 Homework

Homework is an integral part of developing independent, resilient and resourceful learners, all of which we value as key skills at Wollaston School. Homework provides a vital platform for students to develop such skills and positive learning behaviours that they need for the future.

Homework also enables parents/carers to have an insight into their child's work and promote a partnership between home and School.

- 6.1 Teachers should set appropriately challenging homework that will reinforce, deepen and extend learning.
- 6.2 Homework should be marked and students should have clear feedback on the successes and areas for improvement as outlined in Section 5 of this policy.
- 6.3 Homework should be a meaningful task linked to clear learning outcomes from Schemes of Work and should avoid simply finishing off class work.
- 6.4 Staff should set homework as per the homework schedule. (**See figure 1**). Students should be afforded a week to complete homework.
- 6.5 Teachers should mark on GO4SCHOOLS students who do not complete homework as follows:

On the first occasion a homework deadline is missed by students, this should be recorded on GO4SCHOOLS, and students given the opportunity to hand this in on the following School day.

On the second occasion a homework deadline is missed, this should be recorded on GO4SCHOOLS and the class teacher must inform parents/carers via a clear note in the student planner (if appropriate, please follow up with email/phone call home). The class teacher should remind the student(s) (and the parents/carers), of the sanction that on the next occasion students do not complete homework, they will be expected to stay after School and complete homework in a supervised homework support session. The class teacher will need to provide work for the student to complete in the after School session.

In the event that a third homework deadline is missed in one term, the teacher should record this on GO4SCHOOLS. A letter will then be generated centrally informing parents that students need to attend a supervised after School homework support session.



FIGURE 1

Homework Schedule	Term 1 these subjects only	Term 2 these subjects only	Term 3 these subjects only
Year 7	English Maths Science DT/Art MFL	English Maths Science DT/Art MFL Geography/History/EP/Citizenship	English Maths Science DT/Art MFL ICT PE Geography/History/EP/Citizenship Dance/Drama/Music
The above subjects to set homework once every four lessons.			
Year 8	English Maths Science DT/Art MFL Geography/History/EP/Citizenship	English Maths Science DT/Art MFL ICT PE Geography/History/EP/Citizenship	English Maths Science DT/Art MFL ICT PE Geography/History/EP/Citizenship Dance/Drama/Music
The above subjects to set homework once every four lessons.			
Year 9	Homework set for all subjects once every four lessons (or once a week for core subjects).		
Year 10	Homework set for all subjects once per week with a focus on preparing students for exams.		
Year 11	Homework set for all subjects once per week with a clear focus on deepening learning and practising skills required for the exam e.g. past paper exam questions and essay writing.		
Year 12 and 13	Homework set for all subjects at least once per week with a clear focus on practising skills required for the exam.		



7 Monitoring and Evaluation

- 7.1 A programme of observation and structured feedback by Middle Leaders.
- 7.2 A programme of work scrutiny and feedback conducted by Middle Leaders and Senior Leaders.
- 7.3 A programme of Appraisal observations.
- 7.4 A programme of internal reviews on a biannual cycle, as appropriate.
- 7.5 A programme of reviews led by external consultants, as appropriate.
- 7.6 A programme of learning walks with the Middle Leaders and a member of the Leadership Team.
- 7.7 An analysis of the quality of teaching and learning as indicated by the reviews to ensure we have met our quality of teaching targets and to establish trends and support those individuals or teams not meeting targets.
- 7.8 A programme of reporting on trends for the quality of teaching to Governors.

8 INTERVENTIONS TO IMPROVE THE QUALITY OF TEACHING & ASSESSMENT

8.1 We will work to improve the quality of teaching at whole-School level, team level and individual level through:

- 8.1.1 Providing an effective induction programme for new staff to ensure they are familiar with expectations for the quality of teaching in the School. Ensure all new staff receives training around the Whole School Charter for Excellent Teaching and Learning (W8).
- 8.1.2 Providing effective training and induction for Newly Qualified Teachers to ensure they enter the profession with clear expectations for the quality of their teaching and they are supported to develop outstanding practice.
- 8.1.3 The School's Appraisal procedures, ensuring that all staff have clear, individualised objectives for improving the quality of their teaching and that they are supported within the School's line management and appraisal structures to review progress towards and meet their objectives.
- 8.1.4 A programme of targeted interventions for individual teachers whose teaching needs to improve to move them to consistently good teaching as defined by Ofsted descriptors and our Whole School Charter for Teaching and Learning (W8).
- 8.1.5 The implementation of professional programmes such as Outstanding Teacher Programme and the Improving Teacher Programme available for teachers, as appropriate.
- 8.1.6 Developing the capacity of Middle Leaders to be effective leaders of teaching and learning through Middle Leadership Development in School and professional development opportunities.
- 8.1.7 Targeted interventions with subject and/or year teams where review outcomes identify whole-team issues.
- 8.1.8 A programme of professional development, which has the improvement in the quality of teaching and disseminating good practice at its core.