



Windsor Park CE Middle School

Learning for Life

*“Teach me good judgement and knowledge”
Psalm 119:66*

Teaching & Learning Protocol

Author:	J Bailey
Date of issue:	September 2019
Review cycle:	Autumn Term 1

Respect ∞ Resilience ∞ Responsibility

Index

Introduction	4
Preface	4
Aims of the protocol	4
Aims of Windsor Park Middle School	5
Curriculum	8
Assessment for Learning	8
Growth Mindset	8
Planning	8
The classroom environment	9
Quality Assurance	10
Feedback Guidelines	10
Literacy and Numeracy	12
Homework	18
ACE	21
Teaching folders	21
Questioning and dialogue	22
Assessment	22
Schemes of Work	22
Differentiation	23
British Values	23
Appendix 1 – Look, cover, say, write, check	25

INTRODUCTION

Learning for Life

“Teach me good judgement and knowledge”

Psalm 119:66

As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to flourish and live life in all its glory.

PREFACE

The purpose of the teaching, learning and assessment protocol document is to provide a framework that will facilitate the raising of standards of achievement of students and will ensure that new higher levels are sustained. It is designed to provide a framework for practice which will ensure rigour in planning and evaluation and sustain very high quality teaching. Exceptional teaching, learning and assessment provide the foundation for the education we offer and are essential to sustaining our high standards of achievement and behaviour.

AIM OF THIS PROTOCOL

By describing a model of effective teaching, the protocol aims to:

1. Establish a clear and consistent approach to teaching at our schools, in order to maximise the rate of progression made by students
2. Provide templates for teachers in their planning that will support effective learning and teaching
3. Provide templates which are used to ensure the effective monitoring, evaluation and review of learning and teaching at our schools
4. Identify opportunities whereby teaching professionals share good practice and continually develop their teaching

The following characteristics should be evident in lessons:

1. Purposeful learning
2. A variety of learning activities
3. An appropriate and challenging curriculum
4. High quality teaching
5. Progression between the Key Stages

AIMS OF WINDSOR PARK MIDDLE SCHOOL

1. Encourage all children irrespective of background or ability to flourish and fulfil their God-given potential. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.
2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.
3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: teach me good judgement and knowledge *Psalm 119:66*
4. Foster respect for all God's children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.
5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.
6. Care deeply about our pupils' and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.
7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.
8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.
9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.

Aims: professional commentary

1. Our aim includes a desire to ensure that all members of the school community mutually care for and support each other. We expect this to include the promotion of:
 - An atmosphere that celebrates success
 - Teamwork
 - Professional respect.

2. Our school will be ordered through the establishment and maintenance of agreed routines and procedures, designed to promote exceptional behaviour, amongst students.
3. We aim to encourage everyone to work together by adopting a co-operative, participatory and consultative approach to decision making. All staff and students in the school are members of teams. We seek to develop team working skills.
4. We aim to develop in all members of the school community an understanding that everyone is entitled to respect.
5. We aim to help students understand the way the school is structured and the roles that people play in it so that they can respond appropriately.
6. We aim to promote the celebration of achievements, in the knowledge that positive feedback is motivating. We recognise the importance of establishing the credibility of our approach, ensuring that our judgements of achievement are rigorous and fair and that our responses are differentiated. We aim to promote opportunities for the recognition of achievement above and beyond the formal curriculum and for all members of the school community.
7. We aim to support and encourage ambition in individuals, groups and the whole school by establishing positive goals and targets.
8. Our aim to expect and encourage everyone to do their best will be achieved through approaches such as those described below:
 - The use of illustrative examples that point to the academic success of many of our past students.
 - An intolerance of “second best efforts” picked up by teachers as they monitor students’ work during the course of a lesson.
 - The display of the achievements of students to other students.
 - By the careful planning, preparation and presentation of materials by teachers and marking of students’ work.
 - By the quality of the interactions between staff.
 - Leadership that is seen to actively promote the aims of the school.
9. We acknowledge that a high level of professional judgement is required in setting expectations that are realistic for an individual student. A balance is required between achievable and challenging expectations and between direction and autonomy in learning. We recognise that balances need to be struck within professional relationships as well as between staff and students.
10. In seeking to ensure that our curriculum will help students to:
 - a. *to focus on ‘learning’* as the main business of the school.
 - b. *understand their world* - we aim for relevance, seeking to build on students’ experience and helping them to explore their perceptions.

- c. *grow up as responsible citizens* - we aim to encourage students to take their place in society as law abiding and responsible citizens, engaged with society and ready to make a contribution to it.
- d. *develop in social, emotional, moral, physical, spiritual and intellectual ways* - we aim to enable students to recognise the importance of all aspects of the curriculum, regarding them as contributing equally to their development as rounded human beings.
- e. *learn the skills needed to study now and in the future* - we aim to promote, independent, autonomous learning, which will equip students for lifelong learning.
- f. *understand how well they are doing and how to do better* - we aim to help students understand the outcomes we expect from their work, equip them to make judgements of their own performance against these outcomes and take part in target setting and action planning to enhance the outcomes.

11. We are committed to the principle of inclusive education and to equal opportunities based on a proper identification of needs and a flexible response to meeting those needs, within the limits of the resources available to us.

12. Our commitment to equal opportunities leads us to be vigilant in analysing and responding to the effects of gender on the educational progress and social behaviour of students.

13. We recognise that effective cross phase liaison is vital in ensuring that students maximise their educational progress. As a result we seek to build an effective partnership with First and High school colleagues which includes joint planning, development and support, exchange of records.

14. We recognise that parents are partners in the education of students and that the partnership requires fostering.

15. The school will maintain its strong commitment to opportunities outside the formal curriculum and within the wider community by continuing to support Cross Curricular Days, special events and other opportunities provided for instance, in sports and the arts, by the extended curriculum.

16. We aim to ensure that Quality Assurance is an integral part of our process of planning and development and that the process of QA must pass the test of contributing to development rather than be an end in itself.

17. We aim to keep our expectations under review in order to ensure that we:

- a. Avoid complacency
- b. Maintain a challenging atmosphere
- c. Ensure a consistent approach

For quick, easy reference to the school day, code of conduct, expectations etc. in the first instance, take a look at the student planner. For more detailed information, refer any enquiries to the school office or request to see copies of our policies in full.

CURRICULUM

Education is the core purpose of our school. We ensure a curriculum offering that is broad and balanced by:

- Teaching a wide range of subjects to our students
- Teaching a variety of practical subjects
- Exposing our students to many different learning experiences
- Providing a wealth of enrichment opportunities
- Planning Interventions with curriculum balance in mind.

ASSESSMENT FOR LEARNING

Teaching and learning at Windsor Park is built on the principles for Assessment For Learning, with the aim of ensuring that students are actively involved in their learning. This golden thread permeates all that we do. The core principals of AfL are incorporated throughout this protocol.

GROWTH MINDSET

All staff at Windsor Park are expected to promote and demonstrate a Growth Mindset. Examples of fixed mindsets among students should be challenged. This can often be achieved simply with the injection of the work 'yet'. We establish a firm belief in all students that through resilience and perseverance they can, and will, improve.

PLANNING

Whilst we acknowledge that formal lesson plans are no longer compulsory, we recognise that each lesson should be thoroughly planned and evaluated in pursuit of excellent practice. In addition, we have agreed a list of **non-negotiables** which should be present in all lessons and are fundamental to all lesson planning.

1. Share your lesson objectives - Lesson objectives should be clear, understandable by all students, linked to attainment expectations where appropriate and visibly shared with all students and referred to as the lesson progresses.
2. Differentiate so all students can progress - Learning activities should be clearly linked to the lesson objectives and be appropriately differentiated to allow all students to

make at least expected progress. Learning should be planned in order to stretch the most able as well as support those students with SEN or that are less able.

3. Know your students & ensure they know themselves - Those that lead and support learning must be able to demonstrate that they know the abilities of the students that they teach and support. As a minimum you must be able to demonstrate their starting point, their current level/grade and how this relates to their aspirational target grade. Students in priority sub groups (eg: PP and SEN) must be identified and planned for. When asked, students should know their current level/grade, their target level/grade and what they need to do to get there.
4. Promote the humble exercise book - You should have the highest expectations for presentation and accuracy and encourage all students to take pride in their work in all areas of the curriculum. Exercise books should clearly demonstrate learning and progress over time. Assessment feedback should identify what the student still needs to do to progress to their target or beyond.
5. Thirst for learning - Student conduct in lessons should always be in line with our high expectations. All students should be actively engaged in all aspects of the lesson. Students demonstrate the impact of effective and successful routines.

The following features should also be taken into account when planning lessons:

1. A clear link with the curriculum plans contained in medium and long term plans
2. An awareness of the expected standards that should be reached by all students across the ability range
3. A judgement of the appropriate input and activities that will meet the needs and abilities of all students
4. Plans for the use of resources of time, materials, equipment, support staff to support the learning
5. Plans for the evaluation of students achievements, judged against the planned objectives and outcomes
6. Plans for the deployment of teaching and learning assistants and other adults in the classroom

Each lesson does **not** require a detailed short term lesson plan. However, teachers do need to go through the same thinking process of what each lesson is going to consist of and any shorthand notes or notes referring to an electronic version or the subject MPT may be written in teacher planners. Medium and long term plans should be reviewed annually and kept up to date.

THE CLASSROOM ENVIRONMENT

Where possible timetables for teachers will be arranged so that they teach in a designated classroom. It is recognised that teachers who teach classes in several classrooms cannot exercise the same degree of contribution to the classroom environment. Teachers who **do**

teach for the most part in one classroom will take responsibility for the learning environment. Tutors/teachers who share a room should liaise over display boards and storage space.

Teachers should display any relevant documentation which supports academic such as subject specific keywords, good evidence of student work and literacy displays.

As a Church of England school there are areas for reflection available to both staff and pupils throughout the building.

Lesson by lesson teachers should ensure that:

1. There are no infringements of Health and Safety rules.
2. Check that there are no cables that students can trip on.
3. Any damage is reported to the Premises officer.
4. The classroom is tidy at the start and finish of the lesson, including the teacher's working area.

QUALITY ASSURANCE

The quality of teaching and learning will be monitored, evaluated and quality assured throughout the school year through a range of strategies. These could include

- Lesson observations
- Work/book reviews
- Learning walks
- Analysis of student data
- Structured discussions with students
- QA meetings and appropriate documentation

For further details, refer to the school Quality Assurance Framework.

FEEDBACK GUIDELINES

Our aims –

- 1) To motivate students to achieve higher standards and raise self-esteem.
- 2) To help students recognise their success in achieving the planned learning objectives.
- 3) To help students understand the next steps they should take in moving forward with their learning, and when and how these steps should be taken.
- 4) To monitor the standard of work achieved by each individual student.
- 5) To help students assess and evaluate their own work and develop the skills of independent learning.
- 6) To support students in identifying their own next steps in learning and fostering independent learning.
- 7) To evaluate the effectiveness of our teaching.

Our principles –

Our feedback guidance has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
 - Written comments should only be used where they are accessible to students according to age and ability and the most effective method available
 - Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date
 - Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
 - Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers 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
- 2) Summary feedback – at the end of a lesson/task
- 3) Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Written marking

Marking is one tool that a teacher uses to assess the knowledge, skills and understanding of each individual student. It should be used alongside other tools such as questioning, informal observation, and lesson evaluation, to inform future planning, teaching and assessment.

There are different types of written marking. The students should be told how a piece of work will be marked. Examples of the types of marking carried out across different areas of the curriculum are:

- a) **Self-assessment** by the student, in which the student assesses their own performance against the marking/assessment criteria
- b) **Peer assessment**, where students share how to improve their work in a mutually supportive way.
- c) **Q2M** marking by the teacher.

Current research highlights the need to ensure that “that marking is as efficient and impactful as possible”¹. We know that “The quality of existing evidence focused specifically on written marking is low.”² In creating our marking guidelines we have embraced the suggestions from the EEF’s Marking Review (April 2016).

Q2M

Q2M is our way of ensuring that written marking is meaningful, manageable and motivating. Q2M is characterised by:

- Teacher review of work at the earliest convenience. In Maths and English this will be at least weekly, in other subjects at least every three weeks.
- Teacher tracking of the information learnt from the review process. This could be via teacher mark books, retaining Q2M sheets or teaching folders. This could include: misconceptions, praise to be given, SPaG, next steps, planning notes for future lessons, PP specific information etc. Within the Maths department, we have adopted a ‘live’ marking approach, which is in line with the principals of Q2M and the feedback guidelines.
- Feedback to students. This could be achieved in a number of ways - orally, shared on the projector, via Q2M sheets issued to students, as a whole class, in small groups or individually etc. It is the professional judgement of teachers which will inform their choice of feedback method.
- All students are expected to use green pen to demonstrate that they have understood and reacted to the feedback they receive from any written tasks by up-leveiling/correcting/completing tasks or challenges.

Additional Information

- No more than 8 spelling mistakes should be highlighted in one piece of student work.
- Peer assessment – To be done in green pen. ‘Peer Assessed by’ should be written to indicate this.
- We understand that there is far less opportunity for written work in practical subjects. When students do complete written work, please use the method above. We recognise that student improvements/up-leveiling, may be seen in practical tasks instead of written responses.
- To ensure that they are visible, all teacher comments should be in red.
- Marking is only of value if students are given time to reflect on it. When you are returning work to students, make a specific point of telling students to look at marked work. You will need to build time in for students to reflect and complete any up-leveiling/ tasks. Students should do this in green so that it stands out.

LITERACY AND NUMERACY ACROSS THE CURRICULUM

Introduction

At Windsor Park Middle School we believe that Reading Writing Communication and Mathematics (RWCM) is of great importance as it underpins all aspects of achievement and therefore improves the life chances of our students.

Aims

¹ https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf
(accessed on 12/2/18)

² https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf
(accessed on 12/2/18)

- To ensure that RWCM is embedded as a clear feature in all subject areas of the school.
- To ensure all staff demonstrate an understanding of, and take responsibility for, promoting high standards of literacy and the correct use of Standard English, regardless of the teacher's specialist subject.
- To ensure all staff explicitly use and develop mathematical opportunities throughout the school.
- To ensure students have the necessary RWCM skills to access all areas of the curriculum and to prepare them for lifelong learning.

Objectives

- To ensure that RWCM skills are taught effectively across the curriculum
- To provide guidelines for all staff to support students in developing RWCM skills
- To ensure that all students are able to access and understand written & verbal communication and are able to communicate effectively and appropriately.
- To promote an interest in, and a love of reading.
- To improve students' writing skills (including spelling, punctuation and grammar) across the curriculum.
- To ensure Standard English is used by students when both speaking and writing across the school.
- To ensure that all staff explicitly use Mathematical opportunities in all areas of the curriculum.
- To ensure each subject area will promote the ability to process, communicate and interpret numerical information in a variety of contexts.
- To promote an interest in, and an aesthetic appreciation of Mathematics.
- To improve accuracy, particularly in calculating, measurement and graphical work.
- To improve interpretation and presentation of graphs, charts and diagrams.

Principles

- The RWCM Protocol addresses the needs of every student.
- English and Maths attainment data, along with the Reading Tests, are used as RWCM baselines, to measure RWCM progress and to identify the need for intervention.
- Literacy is taught explicitly across the curriculum and staff model the use of Mathematics explicitly in their lessons.
- Schemes of Work have opportunities for promoting and developing RWCM embedded within them, but the teaching of RWCM should also appear as a seamless part of all students' learning in all areas of the school.

Key responsibilities and personnel

The Strategic Leads for the Creative and STEM faculties, in conjunction with the SLT, will lead and support literacy development by:

- Audits of current practice and procedures
- Collation and dissemination of information and data pertaining to literacy
- Planning, organising and leading staff training.
- Reporting on RWCM developments to governors and inspectors
- Keeping the RWCM Protocol under review
- Providing access to appropriate school-based and external INSET on all aspects of RWCM, and disseminating baseline information on students.
- Implementing whole school mathematical initiatives such as UK Maths Challenge.
- Raising awareness of Mathematics across the school
- Supporting other Subject Leaders in best practice approaches.

Lead teachers are requested to:

- Support their teams in the implementation of the RWCM within their subject area.
- Provide opportunities for RWCM development within their Schemes of Work
- Encourage the use of key words, glossaries, word banks and other strategies.
- Provide support for subject-specific vocabulary to encourage the following method of learning spellings: look-say-cover-write-check. (See appendix 1)

In all subject areas, the organisation of lessons will aim to improve the literacy skills of pupils by:

- Providing a range of materials to support the subject topic
- Providing texts at appropriate readability levels for all pupils (the layout, size and clarity of print, length of sentences and vocabulary appropriate to pupils)
- Providing materials which are up to date and attractive
- Designing activities that focus on identified subject vocabulary, worksheets are clear, in presentation and language, and tasks are appropriately/helpfully worded

All Classroom Teachers and Learning Assistants are responsible for:

- Implementing this protocol in their day to day practice.
- Providing regular RWCM opportunities in lessons.
- Promoting RWCM in the classroom environment.
- Prioritising the marking of high frequency and key subject words.

All Staff are responsible for:

- Modelling and developing the students' use of Standard English.
- Modelling a positive approach to RWCM at all times.

Approaches and Strategies

This section includes specific detail relating to the different aspects of RWCM. They are: Standard English - Speaking and Listening, Reading, Writing including Grammar, Spelling and Punctuation, Key Vocabulary and Mathematics.

❖ Reading

WPMS promotes the use of independent reading through use of Accelerated Reader library lessons and open access to the well-resourced library at lunch times. Opportunities for students to read their own books are provided during tutor time and at the start of some English lessons. Other opportunities to promote reading are planned through the year, such as inter-house competitions, World Book day activities, visiting authors and other events. Students are expected to read for at least 15 minutes a day independently and complete Reading Journals to log their independent reading in KS2. Staff, parents and students are welcome to comment in the Journal.

All students will complete a reading test every half term, providing all staff with current reading ages for teaching classes. This information is also printed on reports and profiles and shared with students and parents.

In all subjects students will have opportunities to read alone, in pairs or in small groups, listen to good reading being modelled, use reading to research the subject area, use the Library and ICT to support subject learning, and be as independent as possible through reading to learn.

Each subject area will:

- Facilitate reading development through their subject present reading tasks at a suitable level
- Draw students' attention to structure, layout, format, print and other signposts
- Help students to skim, scan or read intensively according to the task
- Teach students to select or note only what is relevant
- Help students to question, challenge and recognise bias in a range of texts
- Support students who are at the early stages of reading
- Teach students to read identified subject vocabulary
- Encourage students to read for pleasure
- Provide students with a range of materials at appropriate readability levels
- Aim to use assessment of reading to support lesson planning

❖ Writing, including Grammar, Punctuation and Spelling

In all subjects, students will have opportunities to write in a variety of forms for different purposes and audiences (including real ones). They will plan, draft and discuss writing and have time to develop extended pieces of writing. They will also use writing to organise their thoughts and aid learning. Students will know how to develop their writing to a higher level and improve their grammar, spelling and punctuation skills. They will use ICT where appropriate.

Writing is promoted in the school through regular Rotary writing competitions, display of best work and use of rewards: Whole school special awards and department based awards. GPS is assessed every half term.

Each subject area will aim to:

- Offer students models for writing in a range of forms (including teacher modelling)
- Provide resources to support independence for all students (e.g. subject dictionaries, frameworks to support writing)
- Help students to draft writing through the subject context
- Provide appropriate activities for all levels of abilities
- Provide opportunities for extended pieces of writing
- Draw attention to the purpose and audience
- Help students as necessary with handwriting, spelling, grammar and presentational aspects of their writing
- Support self-esteem by displaying work at all levels which represents students' best efforts
- Teach students to spell and use confidently identified subject vocabulary
- Use the whole school marking protocol to support literacy development
- Give weight to content, meaning, accuracy and presentation when assessing writing
- Use assessments of writing to support lesson planning
- Use the school **FEEDBACK GUIDELINES** to support the identification of mistakes and the correction of them.

❖ **Key Vocabulary**

The key vocabulary of a subject area should be clearly taught and used explicitly by staff and students. This vocabulary should be displayed in classrooms, noted in and referred to often.

This should include the meanings, spellings and in some instances the root of key terms.

Standard English – Speaking and Listening

Staff will ensure that students speak in Standard English by explicitly teaching the difference between Standard and non-standard English, correcting students when they speak in non-standard English, and by modelling the use of Standard English. Staff will develop active listening strategies by modelling and teaching active listening strategies.

In all subjects students will have opportunities, where appropriate, to use talk for a range of purposes and audiences. They will plan, discuss and evaluate their speaking and listening and may explore ideas through drama and role play. They will have opportunities to use talk to express feelings and opinions, ask and answer questions in group discussions and solve problems collaboratively.

All subjects should enable students to:

- Value and respect talk of others
- Ask questions
- Build on the ideas of others
- Develop their ideas and spoken responses by giving 'thinking time' (pose, pause, pounce, bounce)

- Plan and structure their extended talk
- Develop active listening techniques
- Appreciate talk as a valuable area of learning
- Select the appropriate degree of formality for their audience
- Recognise the difference between Standard English and the varied dialects within our community
- Develop self-esteem and pride in their own language
- Participate in some activities which feature talk as an essential element
- Undertake homework activities which require discussion with parents/carers, where possible, and other adults
- Use talk that will use identified subject vocabulary
- Be assessed through spoken responses

❖ Mathematics

All classroom teachers are responsible for providing as many opportunities as possible to encourage correct use of number across the curriculum. In some subject areas, such as Science, Technology and Humanities, there will be regular opportunities for using and extending the students' mathematical skills. It is invaluable to the students to experience such opportunities outside the context of Maths lessons.

Students should be encouraged to:

- Share Strategies. Encourage students to share their strategies which work with you and other students; staff must not assume their way is the only way.
- Learn, use and retain multiplication tables.
- Talk about number: Teachers can ask students to pay attention to particular numbers involved in a sum and to estimate an answer before any calculation. "How big is 36%?", "What's the answer going to be roughly?", "What do you think and why?", "This number, $\frac{5}{8}$, what does it mean?" The purpose of a calculation is often to give an insight as well as an answer.
- Present sums in a horizontal format: To encourage some form of mental calculation or estimation, teachers should present sums horizontally.
- For complex sums should be solved using the traditional column methods. See the calculation policy for more explicit detail.
- Use calculators sensitively, using mental arithmetic as a first resort: Students should have open access to calculators but be encouraged to use them sensitively, e.g. not to work out simple calculations. Always suggest they can and should do many sums in their heads.
- Have some overview of considerations of general processes: "How do we draw pie charts?", "How do we divide by 10?", "How do we work out the scale for this graph?"
- Consider simpler or equivalent sums: "9.7–3.9, how could we work this out?" It can be helpful to work out 'nicer' numbers, e.g. 9.7–4.0.
- Talk about numbers to give some idea of their size and relationship.

Teachers should also:

- Create and exploit opportunities for developing students' numeracy skills.
- Make use of diagrams that may make more sense of number properties.
- Provide physical references for students; for example, a millimetre is the size of a pinhead, a centimetre is the length of a fingernail, 1.6 meters is an average height for a woman.
- To work in conjunction with support staff to provide support for students who need it.
- Use practical 'real world' examples and problems.
- Have expectations that numbers are useful and interesting.
- Provide thinking time and encourage persistence and resilience in students when solving problems.

Quality Assurance

- Progress of students across the school in English and Maths from their Year 5 baseline GL data is monitored closely by English and Maths leaders.
- Progress of students across the school in English and Maths from their KS1 to KS2 attainment data to their end of Key Stage 3 attainment data using the Tracker documents, exams and assessments, is monitored closely by Subject Leaders for Maths and English.
- Progress of students across the school is monitored closely using our in house 0-9 scale data by ELT and SLT.
- The progress of students' Reading Ages are monitored by the Subject Leader for English.
- Leadership Team and Subject Leaders carry out lesson observations where the RWCM impact is analysed to ensure evidence of good and outstanding RWCM practice across the school.

HOMWORK GUIDELINES

Rationale

Homework provides a number of valuable opportunities for learning. Amongst these is the chance to reinforce classroom learning, or to prepare for a lesson. Teachers and students may thus use classroom time more effectively. It plays an essential part in preparing students for the patterns of study required as they move through education, and in equipping them with skills and habits necessary for effective learning throughout life.

Aims

- To raise standards and achievement
- To give time to extend, enhance and enrich the coverage of the curriculum
- To make lesson time more effective by focusing on those activities which need direct

teaching

- To improve students' attitudes to learning and realise that learning goes beyond the classroom
- To improve students' organisational skills.
- To reinforce learning from a teaching and learning opportunity.
- To prepare for learning in a teaching and learning opportunity.

Routines

Students will normally be given a full week from the date that homework was set to hand it in. A student can expect the amount of homework from each subject to increase as they move through the year groups. The time that a piece of homework will take varies across year groups, but as an indication, the following guidelines apply:

Year 5 – 20-25 mins

Year 6 – 30 mins

Year 7 – 30-35 mins

Year 8 – up to 45 mins

If students are taking significantly longer than this to complete a piece of work, parents should sign their planner, noting that students had completed what they could within the time allowances.

Homework may take a wide range of forms which will vary between subjects, and also for the purposes it may fulfil within a subject area. This might include:

- An exercise or worksheet to be handed in and/or assessed
- More open ended tasks such as preparing/researching for an assignment
- Revision for an exam or test
- Learning the spellings and/or definitions of technical or foreign words
- Reading part of a play or novel.
- Learning of methods and formulae that will need application

Students may also be asked to bring certain items into school to facilitate learning, these should be items that are readily available and will not incur a cost. Examples of such requests are plastic bottles/recyclable materials for Art projects or a photo of themselves for a piece of work in French/PHSEE where students describe themselves.

Support with homework

Sometimes homework we require the use of computers, we recognise that not all students will have access to computers and the internet at home. Therefore the IT room is available for students to use every lunch time. This is staffed, in order to offer adult support with homework too.

Students are also encouraged to ask staff members for help, with many opportunities provided by teachers throughout the week for homework help being on offer.

Setting Homework

Subject staff will ensure that instructions regarding homework are given clearly, written on a board and copied into student planners. Where possible, printing the instructions for students to stick in is helpful. The instructions should include an outline of the work and the deadline for completion. Teachers should see that students write it down and those who need support are helped to write it down.

Monitoring Homework

Homework will be monitored by:

- Subject staff who record completion and achievement
- Tutors who will monitor the use of student planners and communicate with subject staff and parents as appropriate
- Pastoral staff who periodically sample the use of student planners and the types of homework being set.
- Parents who work in partnership with the school by signing planners.

Homework Expectations by Year Group

❖ Year 5

Term 1

Homework will only be set for Maths, English and Science. Maths and English homework will focus on ensuring that the key skills needed for future success are well embedded. In English, every student receives between 10-20 spellings to learn weekly. Year 5 may also be set homework relating to comprehension, writing, punctuation or grammar. In Maths, homework will relate to the topics being studied or could be tasks to build more general arithmetic skills such as times tables or division facts. In Science, homework will build on learning in class, be pre-learning information required for future lessons or involve assessment tasks. Maths and English homework will be set weekly; Science homework will be set regularly, at points where it has the best impact on learning for our students.

Term 2 and 3

Homework will continue to be set in the same way for Maths, English and Science. In addition, subject teachers will use their professional judgement to set quality pieces of homework, designed to have impact on students' learning, at appropriate points.

❖ Year 6

Homework in year 6 will be set in the same way that it is for year 5 in terms 2 and 3. During key assessment periods and in preparation for SAT examinations, additional tasks may be set.

❖ Year 7 and 8

Students should expect to receive homework for Maths and English weekly; they will also receive Science homework on a regular basis. In addition, other subjects will set homework twice per half term.

We do not routinely set homework over holidays, but there may be times when exceptions are made. Parents may contact subject teachers to request additional work at any time.

HOMework GUIDANCE FOR STAFF

Staff are required to set homework in accordance with the 'Homework Expectations by Year Group' section of this document. Staff should look at their timetables, decide which is the

most appropriate and convenient day to set homework and stick to that day throughout the school year, whenever possible. This will allow students to get into a routine of completing certain homework at certain times, allowing them to plan their other commitments effectively too.

If, on the rare occasion staff do not set homework, 'None set' should be written in the planner and the reason given verbally to the class. We use Planner checks to monitor whether homework is being set. Staff are expected to keep records of homework set and of students' completion. Subject leads should bring a plan of the homework they intend to set for the next half term to Progress Meetings during the first week of that half term.

When setting homework:

1. Ensure that all students write in their planners. Be aware of students who need support doing this. If possible, print out instructions to be stuck into planners.
2. Be vigilant about the clarity of instructions you give. Students with learning difficulties often forget details. If in doubt, provide more detailed written instructions.
3. Ensure that the task can be completed in the time given (see the 'routines' section of this guidance).
4. Set one deadline. Ensure the deadline is written in the planner.
5. Be vigilant in checking the homework in.
6. Apply the school sanctions for non-completion of homework, being mindful of students who have not completed the homework due to a lack of understanding.

ACE – A Challenge for Everyone

One of our key whole school priorities is stretch and challenge for all students across the curriculum. To build on the work already done in this area, we have introduced ACE – A Challenge for Everyone. Staff are provided with a visual representation to sign post this challenge to students and should ensure that they use the common language of ACE.

An ACE Challenge should be pitched to stretch all students in the class. For further information, refer to the recent CPD session from Potential Plus on low threshold, high outcome tasks.

ACE can be presented and used in a numbers of ways, which should be planned for carefully, taking the needs of your students into account. However, below is an example of a routine which works well.

Allow the students time to work through the challenge, then share ideas as a class on how the challenge was approached, before allowing further challenge time – the use of green pens for corrections after class discussion should be encouraged.

ACE is an addition to, and should in no way replace, a thoroughly planned, coherent and quality curriculum which has stretch and challenge at the heart of its design. Please use ACE to supplement, enhance and highlight our quality curriculum offering.

TEACHING FOLDERS

All staff are requested to keep a teaching folder/s for the classes they teach. The purpose of this is to ensure that staff are using all relevant information about students and using it to plan effectively to meet their needs. It will also provide evidence of progress over time, as well as any interventions that have taken place to improve progress.

These folders should contain the information that teachers find most useful to promote good progress and achieve the purpose cited above. However, as a guideline, the following should be included:

1. Data tracking that is specific to your subject area e.g. Assertive Mentoring in Maths, Rising Stars/Acc Reader, SPaG in English.
2. Interventions (Provision? Impact? Evidence?)
3. PP, SEN, LAC lists
4. Reading ages
5. SEN and PP Passports/PLPs
6. Seating plans
7. GL data
8. Tracking grids
9. Exemplars of students work which serves as evidence of good or better progress.
10. Whole School Critical Priorities
11. Health and Safety Objectives
12. Examples of written work from the LAC coordinator

QUESTIONING AND DIALOGUE

- Use questioning techniques that promote higher order thinking skills – refer to Blooms Taxonomy.
- Provide a secure environment where students feel confident to try out an answer
- Identify small steps to enable students to see their progress, thus building confidence and self-esteem.
- Encourage students to explain their thinking and reasoning.

ASSESSMENT

Target Setting

- Share with students their grades and set realistic targets.
- Give students regular feedback on where they are in relation to their targets.
- Use student friendly language when setting targets.

For detailed information please refer to our Assessment, Recording and Reporting Policy.

SCHEMES OF WORK

All departments should have a Curriculum Overview/Long term plans in place. These will simply set out which topics are being taught at which points and may also include key assessments.

In addition, all departments should have Schemes of Work in place for the topics that they teach. These can be structured in the best way to meet the needs of the department but must include:

- A detailed breakdown of the learning content to be covered.
- Resources/teaching ideas which may be useful.
- Numeracy across the curriculum
- Literacy across the curriculum
- Stretch and challenge (ACE may be mentioned here)
- Assessment Opportunities
- Careers Education and Guidance

You may also wish to include:

- Differentiation to be considered.
- Homework

Differentiation

All teachers are expected to plan for the needs of all learners in their classroom. We recognise that this will take a variety of forms, with teachers using their professional judgement to decide what is best for the students that they teach.

British Values

As a school we promote British values through:

Democracy - is promoted through the Senior Student leadership Team (SSLT), a student council, student questionnaires and student voice forums.

The rule of law - visits from and to authorities such as the police and fire services, police cadet scheme and reinforcement through Learning for Life lessons and the whole school approach of the rule of law.

Individual Liberty - is taught through e-safety and Learning for Life lessons that advise students how to exercise their rights and personal freedoms safely.

Mutual Respect – The school ethos, behaviour policy, school behaviours and classroom/learning rules revolve around mutual respect as a core value and discussions and assemblies focus on what respect means and how it is shown.

Tolerance of those of different faiths and beliefs - a focus for each term promotes strong Christian values and permeates the school community.

As a Church of England school our core values are:

Respect

“Clothe yourself with compassion, kindness, humility, gentleness and patience”
Colossians 3:12

Resilience

“I can do anything through Christ who strengthens me”
Philippians 4:13

Responsibility

“For God gave us a spirit not a fear, but a power and love and self-control”
2 Timothy 1:7

These core values are built upon a foundation of the tenets of: Thankfulness, Creativity, Peace, Service, Courage, Compassion, Truthfulness, Hope, Humility, Wisdom, Empathy, Generosity, Forgiveness, Justice, Trust, Perseverance, Discipline, Friendship, Aspiration.

Appendix 1

Look, Say, Cover, Write Check, Spelling Activity

1. Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word wrongly, write it again correctly in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
illegible						
illegal						
illegally						
illogical						
illuminated						
illuminations						