

	<b>Teaching and Learning Policy</b>		
	<b>Last reviewed: May 2018 (FEM)</b>	<b>Next Review: May 2020</b>	

## 1 PRINCIPLES

The principal purpose of this policy is to raise the quality of teaching and learning in order to ensure all lessons are good and most are outstanding.

Teaching and learning is at the heart of our work and its purpose is made more explicit within the Plan for School Improvement where it underpins all identified school priorities. Sandringham School believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. The participation of students, however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning as well as on teaching.

## 2 AIMS

- Inform staff of expected good practice and improve pedagogy of teaching and learning.
- Provide a framework for the planning of outstanding lessons.
- Share good practice and provide other references to support planning outstanding lessons.
- To promote consistently excellent teaching.
- To provide guidance on our evidence-informed approaches to homework and assessment/marking.

## 3 EFFECTIVE OUTSTANDING TEACHING AND LEARNING

For effective learning to take place, the school expects staff to ensure that the following take place. They are to:

- maintain outstanding knowledge and understanding of the subject they are teaching;
- plan lessons which are directly linked to the schemes of learning and the examination syllabus;
- set out and share differentiated (all, most, some) learning outcomes for every lesson;
- provide secure assessment for learning strategies (see Appendix 2);
- provide differentiation in order to meet the needs of the all students (This includes all ability bands, gender, SEND, High Starter and Pupil Premium Students);
- ensure good relationships are established through creating a positive learning environment (use of rewards and consequences) and through understanding the needs and abilities of each student;
- employ a range of teaching styles to ensure appropriate pace and challenge (and therefore progress);
- ensure expectations which are high, but attainable, for the whole ability range;
- involve effective use of higher order questioning (use of Sandringham Questioning Snail) to probe students' knowledge and understanding and to challenge their thinking (speculative);
- provide mini-plenaries throughout the lesson to consolidate learning against the outcomes;
- ensure cross-curricular links are established, particularly students' literacy skills (see Appendix 6);
- ensure displays are up to date and support the ethos and culture of learning (see Appendix 5).

#### 4. THE SANDRINGHAM SIX

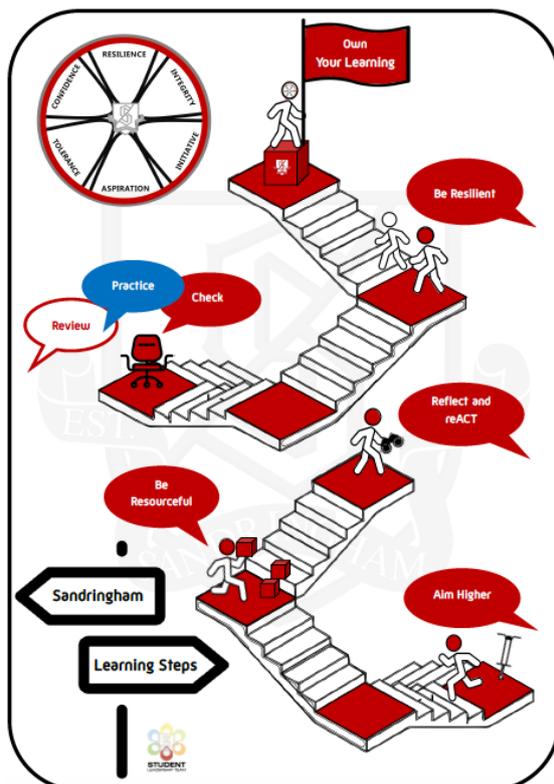
Sandringham staff have developed a clear vision for teaching and learning that centres on the Sandringham Six. These six priorities areas for developing teaching and learning are:

1. Subject Knowledge
2. Challenging Learning outcomes and activities
3. Differentiation
4. Assessment
5. Blended Learning
6. Classroom Climate

By having these clear dimensions and common language around teaching and learning we provide a clear structure that overlays our teaching, CPD and focus for development.



#### 5. SANDRINGHAM LEARNING STEPS



In conjunction with the Student Leadership Team, we have developed a set of guidelines on being a successful Learner in Sandringham.

These integrate the evidence-informed policies that we have developed over a number of years including ReACT (feedback), the Memory Clock, developing a growth mindset and the Sandringham Character programme.

The Learning Steps are displayed in classrooms and in the Student Planner to encourage students to take ownership of their own learning.

## **6. MONITORING OF TEACHING & LEARNING**

The following notes provide detailed guidance at faculty level for the monitoring of teaching and learning. This document links with the current School Self-Evaluation Policy and Appraisal Review Policy.

### **a) Faculty Handbooks**

The Faculty Handbook should contain a minimum of the following:

- Details of all syllabus titles, exam boards and codes for each examination course offered. This information needs to be accurate on the main school website and in Options booklets that are produced each year.
- Schemes of learning for each year group/subject.
- Faculty policies (to include: rewards, sanctions, homework, marking and assessment, differentiation, literacy and numeracy coverage, use of ICT, equal opportunities, gifted and talented, spiritual and moral input).
- List of resources
- List of teaching and non-teaching staff with relevant duties as assigned each year

Note that the faculty handbook may be partially or wholly digital, in particular for schemes of learning and resources that are changing regularly.

### **b) Lesson Observations**

A climate of mutual classroom observation is fostered, and all colleagues are encouraged to observe other teachers and share good practice as often as possible. The Professional Learning Team are expert practitioners and are always open to being observed. Likewise, a PLT member can be consulted for coaching or can observe a lesson by request in order to provide constructive feedback.

There are 3 types of lesson observations. They are:

#### **1. Appraisal Observations (2 x 1 hour)**

All teaching staff (excluding NQTs) will have a minimum of two hours of observations each year and conducted by the Line Manager. The date and times for these are arranged and agreed in advance. (see Appraisal Review Policy for more information regarding protocols).

All one-hour observations by Line Managers will be assessed using school developed Lesson observation forms. Practice that is worthy of being developed, practiced and shared are identified and these are in line with the Sandringham Six. The individual performance profile of each teacher is considered, as part of the ongoing process of school self-evaluation.

The Headteacher will, on a regular basis, endeavour to see all staff teach. These particular observations will be in addition to the normal observation framework.

A copy of all completed observation sheets should be made and passed to our HR Officer for filing and recording purposes. The teacher should retain the original.

#### **2. Learning Visits (2 x 20 mins)**

In addition, all teaching staff will have up to two 20-minute learning visits. These will be conducted by a member of the Leadership Group and/or the DoL. These observations are unannounced. These are seen as developmental sessions and oral coaching is provided. Learning visits are assessed in line with the Sandringham Six focus areas and centrally recorded on a Google Form where two areas of strength and one for development are identified. Feedback is given to staff in order to identify and celebrate good practice as well as help identify any suggested targets for improvements.

### 3. Focused Learning Walks

These take during the year scheduled in the school calendar and involve the year tutors, Professional Learning team, LG and PDs. There is a weekly focus e.g. supporting the grey students in class, monitoring equipment, presentation of work etc. The Professional Learning Team walks focus upon a single strand of the Sandringham Six and aim to observe and celebrate best practice that can be shared with other staff (often via a morning Teaching Tip.) For other learning walks, the focus is discussed and agreed with the PDs and via staff feedback. The weekly timetable is provided and placed in the staffroom so that staff are aware of which members of the team are walking around at which times. The emphasis of the walks is on spending time with a different year group or focus area each week and working with the students. Therefore formal feedback to the staff about the lesson is not expected. However, informal professional conversations are still expected to take place.

#### c) Sample Student Work

Student work is sampled on a calendared basis by the Leadership Group in conjunction with the Performance Director for the year group.

At least nine students will be selected by the Performance Director from the low, middle and high ability bands for sampling. The PD will also provide attainment, progress and any SEN data about these students to the Leadership Group to provide context.

Students are asked to bring all of their books/folders/digital portfolios and are interviewed by a member of the Leadership Group. Students are asked to talk through their work in their different subjects. Through this dialog, the LG member examines the following areas:

- Content – has the scheme of learning been followed in sufficient depth.
- Presentation & quality of work.
- Home Learning being set & marked in line with agreed faculty policies (see Appendix 4).
- Quality of marking & assessment (quality of assessment for learning).
- Challenge of work being set.
- Extent at which independent learning is being developed.
- The use and effectiveness of the ReACT feedback policy.

#### d) Director of Learning Subject role

The Director of Learning Subject should regularly check that staff are following school procedures through discussion and inspection of key documents such as the teacher's planner. This should include monitoring:

- Register taken each lesson.
- Evidence of lesson planning following agreed SoL and in sufficient depth.
- Evidence that work is being set/marked with formative comments - record of marks for home learning, classwork, assessments and tests. Evidence of teachers providing feedback to students via ReACT in order to develop their learning.
- Details of SEND information and identification of Pupil Premium (including ensuring access arrangements are in place and effective).
- Prior attainment and target setting data.
- Faculty policies for marking and homework setting are being followed.

Consistency is one of the key goals and the DoL will need to produce a plan to discuss with the LG line manager to address any issues or inconsistencies found within the faculty.

Appendix 1:	Effective teaching and Learning Procedures
Appendix 2:	Assessment for Learning Procedures
Appendix 3:	Marking Procedures
Appendix 4:	Home Learning Procedures
Appendix 5:	Procedure for Learning Displays
Appendix 6:	Developing Literacy Procedures

## APPENDIX 1: EFFECTIVE TEACHING AND LEARNING PROCEDURES

### IN LESSONS, ALL STAFF SHOULD:

- begin and end lessons on time and in a structured manner;
- show students what is expected of them and give clear feedback to students on their performance (Assessment for Learning – see Appendix 2);
- ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources e.g. blended learning facilitated via Bring Your Own Device;
- demonstrate high expectations of students;
- maintain a purposeful pace and challenge, and spend as high a proportion as possible of lesson time on learning (as opposed to teaching);
- maintain an atmosphere of attention to work, in a context of firm discipline;
- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons;
- establish clear and appropriate routines and ensure an efficient shift from one activity to the next;
- make effective use of questioning (pitching low order and high order questioning appropriately);
- value students' contributions and make use of praise and reward to underline the value of achievement;
- give students next step feedback on the work completed;
- Develop ReAct time in lessons to support students response to differing forms of feedback
- Set (using Show My homework), monitor and mark Home Learning (see Appendix 4);
- regularly assess knowledge and skills.
- If appropriate, share resources online via Google Classroom and use technology to facilitate independent learning and other approaches such as flipped learning.

### 2. SCHEMES OF LEARNING AND LESSONS PLANS SHOULD:

- incorporate the NC programmes of study, or for RE the Agreed Syllabus, and syllabus course requirements;
- show clear learning outcomes (Assessment for Learning - see Appendix 2);
- indicate the link with previous work covered (Assessment for Learning - see Appendix 2) and how it fits into the longer-term plan;
- summarise what teaching activities students will do and what resources they will need,
- provide for a variety of teaching activities and a variety of teaching styles/strategies;
- show progression;
- show how knowledge and understanding can be extended;
- show how work is adapted to suit students who learn at different rates;
- indicate what the Home Learning is;
- identify links to other subject areas, most notably literacy (see Appendix 6), numeracy, ICT and Citizenship.
- include references to other matters where appropriate, e.g. the use of support staff and their involvement in planning and delivery of the lesson.
- Include opportunities for students to develop their passion and interest for the subject via initiatives such as the Super Curriculum and High Starters.
- identify links with whole school initiatives e.g. Independent Learning; S4LL; A4L; Creative Thinking, ReAct, Word of the week

### 3. VARIETY OF TEACHING AND LEARNING STRATEGIES

A range of teaching and learning strategies should be used and these are likely to vary from faculty to faculty. Some strategies are listed below as examples of what might be done in faculties.

teacher exposition	group/pair work	problem solving using	group projects
teacher-directed work	oral activities	written work	brainstorming
problem solving	practical experiment	question & answer	group presentation
writing a report	essay	role play	internet research
listening to tapes/records	investigating	observation	BYOD

use of artefacts	self-assessment	self-marking	diary
class discussion	displays	individual projects	supported
written test	recording, sound	video diagrams	performance
use of library	debate	art work	craft work
reading aloud	quiz	interviews	TV/video
completing a table	filling in blanks	fieldwork	drama
visits	creative writing	survey	mapwork

## APPENDIX 2: ASSESSMENT FOR LEARNING PROCEDURES

There are four key elements to assessment for learning that need to be adhered to. They are:

### 2.1 SHARING LEARNING OUTCOMES

- Learning outcomes must be shared at the beginning of the lesson.
- The outcomes should be reviewed as part of several plenary activities throughout the lesson.
- The outcomes could be communicated through a key question.
- The outcomes could also identify key words or skills central to the lesson.
- The outcomes should be linked to levels or grades as appropriate.
- The outcomes should allow for differentiation using the words 'must/could/should', 'all/most/some', 'bronze, silver, gold' or a similar approach

### 2.2 EFFECTIVE QUESTIONING

- Students and staff must use a range of questions (see Sandringham questioning snail)
  - Knowledge questions  
*Describe which kind of pen you use..*
  - Application questions  
*What does this suggest to you?*
  - Analysis questions  
*What assumptions can be made from this?*
  - Synthesis questions  
*Can you propose an alternative to.....?*
  - Evaluative questions  
*Which is more important: Daddy or chips?*
- Should be used to support the less able and stretch the more able, consolidating, developing and challenging current learning.
- Should give students time to answer; wait five seconds.
- Should allow students to question each other (question web).

### 2.3 PEER AND SELF ASSESSMENT

- Should ensure task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance.
- Must be a process which is simple, engaging and non-threatening.
- Must have a quick and easily measurable outcome.
- Should be central to display within the learning environment.
- Should allow students to work with exemplar work.
- Will allow students to note the targets made from teacher assessment in their exercise book or on a target tracker to chart their progression taking into consideration past and projected performance.
- Must include a point of review, typically, when a student has succeeded in achieving a target they should date or initial the target appropriately.
- Should allow for students to write targets at the top of the next piece of assessed work.
- Should provide all students with the opportunity to complete a self-evaluation at the end of a unit of work.

### 2.4 MARKING AND GIVING FEEDBACK

- Should incorporate the sharing of assessment criteria with students before starting the task.
- Must regularly grade or level work according to the assessment criteria.
- Must provide specific feedback which develops learning (See Appendix 3 for more details on guidance on Marking Procedures).

- Develop opportunities for students to ReAct to feedback

### APPENDIX 3: MARKING PROCEDURES – ‘Mindful Marking’

Sandringham School has adopted the principles outlined by the Department for Education Marking Policy Review Group report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation “A Marked Improvement” (2016).

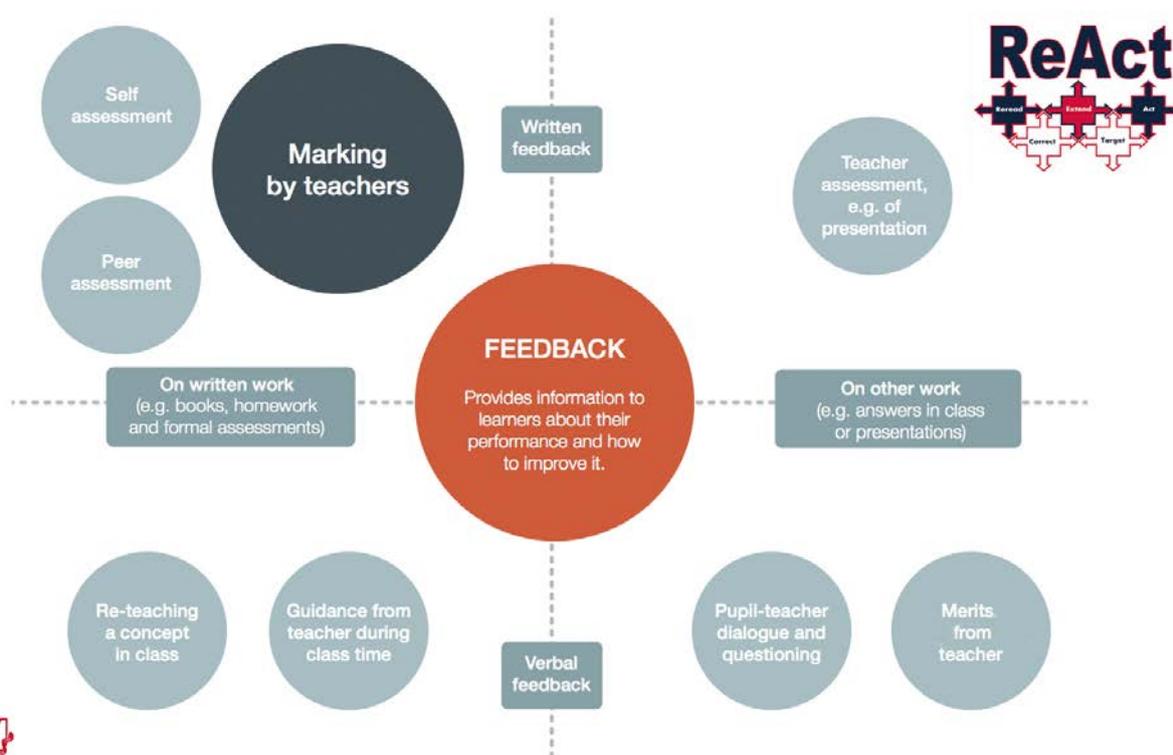
Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of acknowledging students’ work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress. All our students should be able to answer two questions about their learning:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

The 3 principles of effective marking are that it should be:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work

We draw a distinction between *feedback* and *marking*. Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback



Examples of different forms of feedback.

Source: A marked improvement: a review of the evidence on written marking. EEF (2016)

Source : EEF / Oxford University, “A Marked Improvement” (2016)

The **quantity of feedback** should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. Other forms of feedback can be as valuable as written marking, for example self assessment, peer feedback, whole-class feedback and comparative judgement. It will be the professional judgement of the teacher on which form of feedback will be most likely to secure student progress. Guidance from the leading expert on assessment, Professor Dylan Wiliam, recommends a balanced diet that he calls 'four-quarters marking'



### 3.1 SUMMATIVE ASSESSMENT

- Each faculty will have an assessment policy determining when more substantive pieces of student work will be marked with written feedback for students. Typically, faculties that see students more often will mark more frequently.
- Teachers and students will follow the school's feedback policy, called **ReACT**. Teachers will identify and communicate one or more targets with the student, linked with the assessment criteria and focused on achieving the next level. The student will be expected to respond to this target and take account of the feedback in subsequent pieces of work. Teachers will take time in lessons to review marked work and allow students time to respond to their targets and reflect on how they can improve their subsequent work.
- Teachers will annotate or correct, in line with literacy and numeracy policies, errors in punctuation, grammar, spelling and number work. The school standard literacy marking symbols will be used. Not every error may be annotated - repetitions of the same error may not be highlighted or teachers may use professional judgement to limit corrections to only the most important errors.
- Assessment criteria will be shared with students - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material. At Key Stage 3, marking will follow the school Assessment without Levels policy and Key Stage 4 and 5 may use grades and criteria linked to the exam board specifications.
- Not every piece of work needs to be graded. The research suggests that awarding grades for every piece of work may reduce the impact of marking, particularly if students become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- Marking and feedback can be provided to students using either paper-based methods (e.g. exercise books, folders, worksheets, past-papers) or electronic means (e.g. Google Classroom, Google Drive/Mail etc).
- Assessment results will be recorded into the school MIS system in line with the school assessment calendar. Teachers or faculties may also record assessment data in their own planners or electronic tools such as spreadsheets or faculty-level trackers.
- The emphasis is upon quality rather than quantity - high quality marking will have a positive impact on student progress. Progress over time will be tracked by teachers and shared with students e.g. via paper trackers in books/folders or an electronic equivalent.

### 3.2 FORMATIVE ASSESSMENT

- Is the ongoing process of assessing students and using this knowledge to evolve subsequent lesson design and teaching.
- Feedback may be given to students in writing, orally, using techniques such as stickers or stamps or via other methods such as self or peer assessment.
- **There is no expectation that every page or piece of work needs to show teacher marking.** The evidence shows that 'acknowledgement marking' is unlikely to enhance pupil progress.

- Some faculties may separate class notes from written work for assessment (a 'notes' book versus a 'best' book or folder). Notes do not need to be marked, but the Director of Learning will sample student note taking to ensure quality and take appropriate actions if notes have gaps or errors.
- Progress will be celebrated via the school rewards system and this should extend to effort as well as attainment
- Although teachers will encourage pride in the presentation and neatness of work, a well-presented exercise book is not necessarily the same as high quality learning and progress.
- Students will be required to take responsibility for their own learning, particularly in editing and drafting skills. Students will be taught and encouraged to check their own work by understanding the success criteria so that they complete work to the highest standard.

Directors of Learning in each subject are responsible for setting their faculty marking policy and ensuring that it is consistently applied across teachers and class groups.

### 3.3 FACULTY APPROACH TO MARKING

Faculty	Key Stage	Assessment Approach
English	3	All students are issued with two exercise books: a workbook and best book. The workbook is used in lesson every lesson for teacher-directed exercises, note-taking, and practice exercises. Teachers and students check this book once every half-term and complete a book-polishing sheet where they write down targets and spelling errors or respond to verbal feedback. The best book is used for marked assessments. Each student will write two pieces of assessed work every half term that their main class teacher will mark in detail. Specific targets are written and tracked in this book. Feedback lessons are delivered after mid-term assessments which go over key skills that the class needs to focus on. Work for these lessons is completed in the best book to help students reflect on their work and take some ownership of their progress.
	4	All students are issued with a folder and a two exercise books: a yellow exercise book for literature and a blue exercise book for language. Students keep their class notes and worksheets in their folders. Students write two assessed pieces of work in the relevant exercise book every half term. This work is marked in detail by their teacher and given specific targets to work on. Some assessments may be peer or self-assessed as appropriate. Feedback lessons are delivered after each essay to go over key skills that the class needs to focus on. Work for these lessons is completed in the exercise books to help students reflect on their work and take some ownership of their progress.
	5	Students are given an exercise book by each of their two teachers. Students write a minimum of two essays every half term in these exercise books that are then marked in detail by their teachers. Feedback lessons are delivered after each essay to help students reflect on their work and prepare for the next essay.

<b>Mathematics</b>	<b>3</b>	All students have an exercise book that they use for classwork and home-based learning. The work is assessed using a variety of strategies, i.e. self-assessment, peer assessment and teacher marking using individualised stamps. Assessments at the end of each module are marked by the teacher. During each module and prior to the end of module assessment, a ReAct sheet will be filled in by the teacher, with targets given to help prepare for the assessment. Students will self -assess their end of module result and write their next step targets based on the results achieved.
	<b>4</b>	All students have an exercise book that they use for classwork and home-based learning. The work is assessed using a variety of strategies, i.e. self-assessment, peer assessment and teacher marking using individualised stamps. Assessments at the end of each module are marked by the teacher. During each module and prior to the end of module assessment, a ReAct sheet will be filled in by the teacher, with targets given to help prepare for the assessment. Students will self -assess their end of module result and write their next step targets based on the results achieved. In year 11 students complete a weekly examination paper for home-based learning. This examination paper will be marked in class together so that immediate feedback can be given. A sample of examination papers will be taken in to check for accuracy. After marking the examination papers, targets are set by students, which forms part of an ongoing revision list.
	<b>5</b>	All lesson notes are in A4 exercise books or folders. These are not marked by the teacher, but students are expected to self-assess their work after each exercise. For each unit there is an assessed homework; there are approximately 9 applied and 9 pure units. Students are expected to make revision notes prior to the assessed homework and complete a review of their work before handing in. The work is then marked by the teacher, using the exam style mark schemes, which involves the allocation of M, A and B marks. A ReAct sheet is also filled in at this time by the teacher which gives targets for improvements and extension work. Verbal feedback is also given by the teacher during this process. Throughout the course regular assessments are given which are marked by the teacher again against examination marking criteria. Verbal feedback and targets will also be shared at this time. Examination papers used as revision are marked by the students, using the examiners mark schemes.
<b>Science</b>	<b>3</b>	Yr7 & 8 have an exercise book for each teacher which will contain all work. Students will receive feedback/ReAct on a main piece of work at least once approx. every six lessons using a proforma, as well as completing end of topic tests. Students complete a green tracker in the books after each assessment point.

	4	<p>Science uses <b>notebooks</b> and <b>assessment folders</b>. Notebooks are checked within lesson time using a proforma, however this will be a sample of the class, not every student.</p> <p>Assessment folders contain <b>end of topic tests</b>, <b>mini assessment Qs</b> and <b>required lab work</b>. Each one of the three will contain marked work at least once per half term.</p> <p>End of topic tests may be peer assessed, then teacher checked, with feedback card and graph completed.</p> <p>Mini assessment Qs will have a yellow sheet attached with space for ReAct tasks.</p> <p>Lab books have been marked using a proforma, but we are looking at purchasing lab books which will make the assessment process more streamlined and beneficial for the students and teachers.</p>
	5	<p>KS5 all have lab books for CPACs, homework Qs and end of topic tests. These will often fall every week/other week. Some exam Qs will be self/peer assessed to familiarise students with the mark schemes.</p>
<b>Geography:</b>	3	<p>Students notes are checked but not all marked.</p> <p>Every KS3 student completes the same piece of detailed work either as a home-based learning exercise or piece of classwork half way through the topic (as assigned by DoL). This is deep marked (with literature marking) with targets and ReAct targets. An emphasis will be given to the level of effort students put into their work and the positive reward system will be used.</p> <p>Self and peer assessment will be used where it will have a positive impact. Every student then completes the same assessment at the end of the topic. This is marked, and students are graded against the assessment without levels criteria. Targets and ReAct feedback are provided on the front of the assessment.</p>
	4	<p>Students notes are checked but not all marked.</p> <p>Students complete exam questions as home-based learning/class work as set out by DOL. These are then marked by the class teacher/peer or self-assessment and targets and ReActs are given.</p> <p>At the end of each topic students complete an assessment within class and this is marked. This is a large amount of marking and students are given detailed written and verbal feedback on common errors.</p>
	5	<p>Student notes and general tasks are checked but not marked.</p> <p>Students complete exam questions regularly and these are the focus of marking/feedback.</p> <p>A range of marking/feedback strategies are employed to ensure progress in understanding. Peer and self-assessment is used extensively to enable students to fully understand their work against A level assessment criteria. Other questions are marked by the teacher; whole class feedback and coding will be used frequently. Specific targets and react tasks are given. Verbal feedback will be used regularly.</p> <p>Students complete formal exam questions at the end of every topic.</p> <p>In line with research evidence, marks/grades are not given regularly, focus will be on the specific feedback provided to close the gap in progress and understanding.</p>

<b>History</b>	<b>3</b>	<p><b>Review:</b> All Key Stage books should be taken in and reviewed once per half-term (or 5 weeks). Classwork and homework should be checked for quality and should be marked using the literacy, grammar, punctuation, and presentation symbols (no more than 3 per page). Most work (mind-maps, notes, tables etc.) will only require a 'review'.</p> <p><b>Marking for progress:</b> Every Scheme of Learning will be designed to include one or more significant pieces of work that will be directly focused on developing a particular skill or concept: this may be a class-based task or a Home Learning task (such as writing a PEA paragraph or analysing a source). These tasks should be thoroughly marked for written accuracy, literacy, grammar, and punctuation. Marking must be focused on progress and how to improve either the quality of written communication, or the level of the historical skills outlined by the curriculum. Clearly indicated <b>ReAct</b> targets should be set on these tasks. Generic statements, praise, or phrases should not be used. The <b>Faculty Marking sheet</b> must be used each time the book is marked.</p>
	<b>4</b>	<p><b>Review:</b> All Key Stage 4 books should be taken in and reviewed a minimum of <b>once per half-term</b>. Classwork and homework should be checked for quality and should be marked using the literacy, grammar, punctuation, and presentation symbols (no more than 3 per page). Most work (mind-maps, notes, tables etc.) will only require a 'review'.</p> <p><b>Marking for progress:</b> Every Scheme of Learning will be designed to include regular exam-style questions or planning tasks. These tasks should be thoroughly marked for written accuracy, literacy, grammar, and punctuation. Marking must be focused on progress and how to improve either the quality of written communication, or the level of the historical skills that are directly relevant to the GCSE specification. For example, use of evidence, ability to explain or evaluate, ability to construct well-supported paragraphs. Clearly indicated <b>ReAct</b> targets should be set.</p>
	<b>5</b>	<p>Class notes do not require marking, although it is expected that all work is checked regularly for quality and effort. Sanctions for poor quality work (or incomplete work) must be used in line with the whole school policy.</p> <p>A sample of folders should be checked <b>once per half-term</b> using the <b>Folder Check pro-forma</b>. This may be completed in lesson, or as part of a formal check of all folders. It is suggested that these are checked on a rolling basis.</p> <p>Folders should be checked within the first three weeks. Any students that do not meet expectations will need to attend a Faculty Detention.</p> <p>All assessed work must be marked and returned within a <b>maximum of two weeks</b>. All assessed work must be marked using the <b>Essay Feedback</b> pro forma sheets. All comments must be linked explicitly to either quality of written communication or the skills outlined in the relevant specification.</p>

<b>Modern Foreign Languages</b>	<b>3</b>	<p>Students have one exercise book which contains all class work, home-based learning and end of unit assessments. Spanish classes also have a grammar booklet which is used for some home-based learning.</p> <ul style="list-style-type: none"> <li>• Class work is marked through a mix of self-assessment, peer assessment and whole-class feedback. Teachers will check exercise books but will not mark routine class work.</li> <li>• Regular forms of AFL include vocabulary tests and grammar tests, as well as corrections of reading and listening tasks which provide immediate feedback for students on their performance.</li> <li>• Once per half term students complete a longer writing task which will be marked in more detail and for which students will be given a ReAct target and which will feed into the end of unit assessment.</li> <li>• Students will complete formal summative assessments, usually in two skills (from Speaking, Listening, Writing and Reading) at the end of each module for which they will receive a summative mark and threshold and ReAct targets to inform their next steps.</li> </ul>
	<b>4</b>	<p>Students have one exercise book which contains all class work, home-based learning and end of unit assessments. Some classes also have a folder which contains assessments, exam-style questions, vocabulary testing and speaking preparation.</p> <ul style="list-style-type: none"> <li>• Class work is marked through a mix of self-assessment, peer assessment and whole-class feedback. Teachers will check exercise books but will not mark routine class work.</li> <li>• Regular forms of assessment for learning include vocabulary tests and grammar tests, as well as corrections of reading and listening tasks which provide immediate feedback for students on their performance.</li> <li>• Once per half term students complete a longer exam-style writing task which will be marked in more detail and for which students will be given a ReAct target and which will feed into the end of unit assessment.</li> <li>• Students will complete formal summative assessments, usually in two skills (from Speaking, Listening, Writing and Reading) at the end of each module for which they will receive a summative mark, a grade indication and ReAct targets to inform their next steps.</li> </ul>
	<b>5</b>	<p>Students have a ring binder for all their class work, home-based learning, grammar notes and speaking preparations. Some students also have an exercise book for vocabulary and grammar notes.</p> <ul style="list-style-type: none"> <li>• Class work is marked through a mix of self-assessment, peer assessment and whole-class feedback.</li> <li>• Regular forms of assessment for learning include vocabulary tests and grammar tests, as well as corrections of reading and listening tasks which provide immediate feedback for students on their performance.</li> <li>• Students will complete longer writing tasks (not always full essays) which are teacher marked in detail and for which students will receive a ReAct target and more general whole-class feedback. The frequency of assessed writing will vary but should increase as more of the course relevant to essay writing is covered.</li> <li>• Students complete exam-style questions in the form of an end of unit assessment for which they receive a summative mark and grade indication.</li> </ul>

<b>Philosophy, Religion and Ethics</b>	<b>3</b>	<p>Students will complete home-based learning in their books, which is completed within a unit of 6 lessons, this is to be marked and assessed, using the PRE Assessment without Levels criteria.</p> <p>End of Unit assessment will be marked and assessed in their books, using the PRE Assessment without Levels criteria.</p> <p>These are clearly evidenced with a yellow marking sheet and an assessment tracker in their books.</p> <p>Feedback should be positive and with the aim of supporting students in moving forward.</p> <p>*For specific guidance on marking see the PRE Faculty Marking Policy.</p>
	<b>4</b>	<p>Students at GCSE (beginning in year 9) have a large notes book and a small exam practice book.</p> <p>The notebook is not to be specifically marked but checked in class for quality.</p> <p>The exam practice book is to be self, peer or teacher marked every 4 lessons in line with the exam assessment criteria (EDEXCEL Spec B: Christianity and Islam).</p> <p>At the end of every unit there is an end of unit assessment.</p> <p>Assessment in the little exam book is clearly evidenced with a yellow assessment tracker in their books.</p> <p>Feedback should be positive and with the aim of supporting students in moving forward.</p> <p>*For specific guidance on marking see the PRE Faculty Marking Policy.</p>
	<b>5</b>	<p>Students are to have a folder for PRE which over the 2 years will split into 3 separate folders: Philosophy of Religion, Religious Ethics and Development in Christian Thought.</p> <p>At the end of each subunit, students are to complete an assessment/essay which is marked in line with the exam assessment criteria (OCR: Religious Studies).</p> <p>These are clearly evidenced with a yellow marking sheet and an assessment tracker in their books.</p> <p>Students in year 12 are also set a baseline assessment in October to establish the suitability of PRE as an A Level.</p> <p>Feedback should be positive and with the aim of supporting students in moving forward.</p> <p>*For specific guidance on marking see the PRE Faculty Marking Policy.</p>
<b>Art</b>	<b>3</b>	<p>Students will complete two thematic projects in their sketchbooks to complement their studies in class. Each thematic project is assessed at the end of the unit which is documented on a tracker at the back of their books.</p> <p>Home Based Learning is set every two weeks and teachers will check progress regularly providing either verbal or written feedback to students.</p> <p>This feedback will provide students with clear next step targets to enable them to make outstanding progress in their sketchbooks which will be evidenced by a creative and a personal response to the set theme. We follow the school ReAct policy to ensure that students are able to review next step targets and action accordingly.</p>
	<b>4</b>	<p>Art and Design (Photography/ Textiles and Fine Art)- Edexcel</p> <p>Students complete a coursework project which accounts for 60% of their overall grade and also an exam which accounts for 40% of their overall grade. Students receive regular verbal feedback via tutorials to support the development of their projects and also their artistic outcomes. Trackers are used by the students to record feedback provided and highlight next step targets. Students also receive feedback from their peers via group critiques and written targets.</p>

	<b>5</b>	<p>Art and Design (Photography/ Textiles and Fine Art)- OCR</p> <p>Students complete a Personal Investigation which accounts for 60% of their overall grade and also an exam which accounts for 40% of their overall grade. Students receive regular feedback via tutorials to support the development of their personal investigations and also their artistic outcomes. Trackers are used by the students to record feedback provided and highlight next step targets. Students also complete an essay and we provide feedback for this both verbally and via Google Drive.</p>
<b>Music</b>	<b>3</b>	<p>Each project culminates in a practical assessment (performance or composition) which receives written feedback from the teacher with a clear target for improvement. Listening assessments are a combination of peer marking, online marking and teacher marking. Trackers in the front of books are updated for each assessment with the result and one, focused target.</p> <p>Verbal feedback is given on a weekly basis and progress regularly filmed or recorded and uploaded to Google Drive. Home-based learning is set at least once per project.</p> <p>Students use workbooks with a reflective log at the front. This log is where all written feedback is put or signposted and where students evaluate work. This section is teacher marked. The remainder of the workbook is for note taking and developing ideas and is self-assessed or peer marked. It is looked at by the teacher to check quality.</p>
	<b>4</b>	<p>Home-based learning is set weekly and teacher marked or self-assessed, with clear targets for improvement and ReAct tasks. Class notes and folders are collected in to check quality by the teacher.</p> <p>Composition coursework is submitted digitally, with teacher comments added and shared via the Music Students drive. Students also receive regular verbal feedback on composition work.</p> <p>Students are given a booklet of exam questions for each topic which are completed in class and for home-based learning which are peer marked or teacher assessed.</p>
	<b>5</b>	<p>Home-based learning is set weekly and marked to be returned the following lesson, with clear targets for improvement and ReAct tasks. Home-based learning is to include regular exam practice. Class notes are not marked but checked for quality during folder checks and action taken with the student if necessary.</p> <p>Composition coursework is submitted digitally, with teacher comments added and shared via the Music Students drive. Students also receive regular verbal feedback on composition work.</p>

<b>Drama</b>	<b>3</b>	<p>Homework is set on a week to week basis according to the SOL students are currently exploring. Home-learning project booklets are distributed where all tasks are already clearly set out. These tasks combine both practical and written work but are all designed to explore the topic or theme in detail. Students are formally assessed by the teacher at the end of each half term on one strand (Creating / Performing / Evaluating). Feedback is recorded on their assessment grid with a teacher comment and a clear indication of how they are climbing their own progress ladder. Trackers are kept centrally so teachers have easy access to their group's progress. Verbal feedback is given throughout lessons</p> <p>Google Classroom is used by every teacher in some homework projects to assess and record work. Images of mind-maps, research and evaluations are uploaded to the classroom weekly. The final project is handed in at the end of each half term.</p>
	<b>4</b>	<p>Homework is set weekly and changes throughout the academic year according to the component students are studying. Students complete research tasks, devising portfolio work, exam practice and practical rehearsals as part of their homework. Students use exercise books which have trackers that allow them to identify and record targets for improvement. ReAct tasks are used on longer pieces of written work and practical targets are recorded on trackers which are all in student exercise books. In addition, students have weekly 'Drama Vocab Tests' which are recorded at the back of their books and self-marked by students at the beginning of the lesson.</p> <p>Google Classroom is used for each group and homework is regularly uploaded by students on to the space where teachers can record and assess.</p>
	<b>5</b>	<p>Homework is set weekly and changes according to the component students are studying. Students complete their written homework in their exercise books which are regularly marked and record feedback from the teachers on trackers. A large amount of homework consists of rehearsal sessions with their group where teachers are often present and give verbal feedback.</p> <p>ReAct targets are given on a regular basis, particularly in exam practice questions or devising portfolio work.</p> <p>Google Classroom is used so homework can be uploaded by students on to the space where teachers can record and assess.</p>
<b>Physical Education</b>	<b>3</b>	<p>Formative assessment takes place throughout the lessons and students receive regular verbal feedback from both the teachers and peers.</p> <p>Each student has an online self-assessment grid (shared with them on Google Drive), which they complete at the end of each practical unit and identifies if they are working at Bronze, Silver, Gold or Platinum level. They will also identify areas of strengths and weakness for each class.</p>

	4	<p>Checklist for students to follow when completing their coursework and marking is codified.</p> <p>Students have 2 books - one for classwork and home-based learning and the other for all exam questions and end of unit tests. Classwork and home-based learning in books will be marked every half term, skim marked and RAG'd. End of unit tests will be done every half term and marked by the teacher. Students will complete questions in during lessons, which will be peer and self assessed, but also be monitored through the use of a progress tracker, found in their books.</p> <p>Whole class progress trackers are shared with students and they can monitor their own progress at any time. It is an expectation that staff complete these weekly. This will include data from end of unit tests and also from practical lessons.</p> <p>During practical lessons, there will be ongoing assessment, with an end of unit grade shared with students after completion of a block of an activity. These grades will also be added to the progress tracker.</p> <p>Throughout both theory and practical lessons, students will receive verbal feedback from the teacher and, at times, their peers.</p> <p>Homework will be set weekly, but this may be less frequent, as long as sufficient progress is being made.</p>
	5	<p>Whole class progress trackers are shared with students and they can monitor their own progress at any time. It is an expectation that staff complete these weekly.</p> <p>Classwork in folders will be marked every half term, skim marked and ragged. End of unit tests will be done every half term and marked by the teacher. Students will complete questions in during lessons, which will be peer and self-assessed, but also be monitored through the use of a progress tracker, found in their books.</p> <p>Homework is set weekly and extended answers questions marked by individual teachers.</p>
<b>Sport (BTEC/CTEC)</b>	4	<p>Codifying used by staff when assessing work. Students are fully aware of this and ReAct to feedback given.</p> <p>Google Classroom and docs are used to complete work and students follow assignment checklists. This work can be found quickly by all students and staff and they are accountable. Verbal feedback is a constant feature of lessons to individuals and whole classes.</p> <p>Students are given deadlines to complete work by and it is the expectation that if they can't compete it during lesson time, that this is done in their own time for homework. Frequency of homework given does vary, but students are given the independence to complete assignments in the timeframe given.</p> <p>Whole class progress trackers are shared with students and they can monitor their own progress at any time. It is an expectation that staff complete these weekly.</p>

	<b>5</b>	<p>Codifying used by staff when assessing work. Students are fully aware of this and ReAct to feedback given.</p> <p>Google Classroom and docs are used to complete work and students follow assignment checklists. This work can be found quickly by all students and staff and they are accountable. Staff use the comments feature to give written feedback and verbal feedback is a constant feature of lessons to individuals and whole classes.</p> <p>Students are given deadlines to complete work by and it is the expectation that if they can't compete it during lesson time, that this is done in their own time for homework. Frequency of homework given does vary, but students are given the independence to complete assignments in the timeframe given.</p> <p>Whole class progress trackers are shared with students and they can monitor their own progress at any time. It is an expectation that staff complete these frequently.</p>
<b>Dance</b>	<b>3</b>	Home-based learning, when set, is practice/rehearsal for end of unit assessment. Trackers on Google Drive are used to self-assess against Bronze, Silver, Gold and Platinum for each unit. Verbal feedback is given on a weekly basis and progress regularly filmed and uploaded to Google Drive.
	<b>4</b>	<p>Home-based learning is set weekly and changes according to the component students are studying</p> <p>Students complete their theory home-based learning in their dance folders and are marked throughout each professional work studied. Folder checks are completed on a termly basis to check quality and presentation of work</p> <p>For performance in a trio and set phrases students are given a booklet to complete to work alongside classwork, as well as teacher and peer observation, with work uploaded onto Google Drive. Choreography coursework is submitted on Google Drive for teacher and student to evaluate and track throughout. Choreographic journals used for teacher comments, verbal feedback and student reflections/evaluations, as well as a teacher log on Google Drive to track progress. Students receive regular verbal feedback on choreography work.</p>
	<b>5</b>	<p>Home-based learning is set weekly and changes according to the component students are studying. Students complete their theory home-based learning in their dance folders. Students are responsible for maintaining a well-structured folder to hold notes, class work and home learning. Notes are not marked but checked termly during folder checks and recorded on Google Drive. Where appropriate, students also carry out peer and self-assessment on completed classwork and home learning.</p> <p>Practical coursework is submitted on Google Drive for teacher and student to evaluate and track throughout, as well as Home-based learning tasks.. Choreographic journals used for teacher comments, verbal feedback and student reflections/evaluations, as well as a teacher log on Google Drive to track progress. Students receive regular verbal feedback on choreography work.</p>

<b>Computer Science</b>	<b>3</b>	Schemes of learning run for approximately one half term. At the end of each scheme of learning students complete a summative assessment which is marked by their teacher with appropriate feedback provided. The practical nature of the subject means that students will receive verbal feedback from their teacher on a regular basis. In addition to this, a mid-point assessment will take place which will offer students an indication about their progress part way through a scheme of learning. The computer science faculty embeds opportunities for teacher, peer and self-assessment in every scheme of learning at KS3. Students submit both classwork and home learning to assignments on Google Classroom, this is also where teacher feedback is provided.
	<b>4</b>	Students are responsible for maintaining a well-structured folder to hold notes, class work and home learning. Folder checks are completed on a termly basis to ensure that work is well presented, logically structured and present. Teaching staff do not mark students' notes. Exam question practice, worksheets and programming challenges are marked by teachers on a regular basis. Where appropriate, students also carry out peer and self-assessment on completed classwork and home learning. Google Classroom is also used for students to submit work and receive teacher feedback. This is particularly true for when students are submitting programming challenges and projects.
	<b>5</b>	Students are responsible for maintaining a well-structured folder to hold notes, class work and home learning. Folder checks are completed on a termly basis to ensure that work is well presented, logically structured and present. Teaching staff do not mark students' notes. Exam question practice, worksheets and programming challenges are marked by teachers on a regular basis. Where appropriate, students also carry out peer and self-assessment on completed classwork and home learning. Google Classroom is also used for students to submit work and receive teacher feedback. This is particularly true for when students are submitting programming challenges and projects.
<b>Economics</b>	<b>4</b>	<p><b><u>Assessment</u></b> Students are assessed using the three modes of assessment found in the the exams:</p> <ul style="list-style-type: none"> <li>- MCQ</li> <li>- Small Mark Questions</li> <li>- Essays</li> </ul> <p>Students marked work are these key assessments. Teachers are not expected to mark class notes; however, folder checks are regular in the department.</p> <p><b><u>Marking and Feedback</u></b> When marking teachers are to mark against assessment objectives and skills using the annotations K, Ap, AN and EV. On written formative feedback teachers are to use feedback proformas to feedback to students to ensure consistency across the faculty.</p>

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Business Studies	4	<p><b><u>Assessment</u></b> Students are assessed using the three modes of assessment found in the the exams:</p> <ul style="list-style-type: none"> <li>- MCQ</li> <li>- Small Mark Questions</li> <li>- Essays</li> </ul> <p>Students marked work are these key assessments. Teachers are not expected to mark class notes; however, folder checks are regular in the department.</p> <p><b><u>Marking and Feedback</u></b> When marking teachers are to mark against assessment objectives and skills using the annotations K, Ap, AN and EV. On written formative feedback teachers are to use feedback proformas to feedback to students to ensure consistency across the faculty.</p>
	5	<p><b><u>Assessment</u></b> Students are assessed using the three modes of assessment found in the the exams:</p> <ul style="list-style-type: none"> <li>- Quantitative questions</li> <li>- Small Mark Questions</li> <li>- Essays</li> </ul> <p>Students marked work are these key assessments. Teachers are not expected to mark class notes; however folder checks are regular in the department.</p> <p><b><u>Marking and Feedback</u></b> When marking teachers are to mark against assessment objectives and skills using the annotations K, Ap, AN and EV. On written formative feedback teachers are to use feedback proformas to feedback to students to ensure consistency across the faculty.</p>
Design and Technology (inc food technology)	3	<p>For all modules of study students participate in a four 10-week rotation over the course of each ks3 academic year, with the exception of year 9 where students have 20-week long rotations.</p> <p>Students are assessed over the course of the 10 weeks (20 in year 9) on the following 4 areas</p> <p><b><u>Research (Knowledge)</u></b> <b><u>Planning/Designing</u></b> <b><u>Making</u></b> <b><u>Evaluation</u></b></p> <p>Over the course of the rotation students work is assessed/marked and feedback is given through written, verbal and peer feedback after which students are given time to act on and in the case of verbal feedback are expected to summarise what has been said. Written feedback usually has a WWW/EBI or if the work completed is not up to the standard expected then 121 feedback is given.</p>

		<p>At the end of the rotation the students work is assessed overall with a final grade given. As well as a brief summary of WWW &amp; EBI, students work is highlighted on the dept tracker found in the front/back of their books.</p>
	<p>4</p>	<p><b><u>Coursework</u></b>          KS4 we follow a very similar structure to KS3, Students complete coursework style pieces of work over the course of the two years students will be assessed similarly as to how they would be with their GCSE coursework.</p> <p>Feedback is given throughout their lessons, usually this will be in the form of verbal feedback as the task is being completed. For example, in a food practical, the teacher will point out what is great about a particular process but then also provide guidance on how to show a higher set of skill work or the teacher will sit down with a student's design work and give them a few ideas/pointers to help develop their ideas further.</p> <p>At the end of each Assessment Objective (AO) written feedback will be given to students as well as an indicator of what grade their work would have received in the real thing. Students are expected to keep this feedback and use it in their later coursework and even their actual GCSE work as a way to make sure they get they can achieve maximum amount of marks from their work.</p> <p>Trackers can also be found in each students' coursework which shows where they currently are working as well as what they need to do in order to improve.</p> <p><b><u>Written Assessments</u></b>          Students are expected to take notes from ppts as well as the text books provided to them about a given subject/topic.</p> <p>A mix of long and short questions are given and usually discussed as group and then feedback is given and suggestions made on how best to deliver the best response to achieve maximum marks. Recently ACE questioning has been used in PD to great effect to get some great responses from students.</p> <p>At the end of each unit of study an Assessment is delivered in the same style as the exam paper expected at the end of the GCSE. Students mark their own work except for the 5-10+ mark questions which will be marked by the classroom teacher. Feedback is given and results are recorded for later reference especially for personal revision plans in year 11.</p>
	<p>5</p>	<p>Students are expected to take notes and keep a personal revision folder for all theory work covered in the lesson. Exemplar questions are given and then are broken down and explained how the best marks are achieved. Students will be assessed at the end of each unit of study and feedback is given both individually and collectively especially when great examples of work can be shown to the class.</p> <p>Coursework feedback is regularly given, hand written notes for each student are written, scanned and emailed to the student so they are aware of what their coursework requires in order for them to improve.</p> <p>A progress tracker is attached at the front of their coursework portfolio which breaks down the different AO's as well as what mark students got for each individual section of their coursework.</p>

		<p>A full break down of their final grade is given at the end of the coursework submission date where students are given detailed feedback for each AO of the coursework as well as what they need to do in order to move their grade up to the next mark bracket.</p>
<b>Government and Politics</b>	<b>5</b>	<p>Class notes do not require marking, although it is expected that all work is checked regularly for quality and effort. Sanctions for poor quality work (or incomplete work) must be used in line with the whole school policy.</p> <p>A sample of folders should be checked <b>once per half-term</b> using the <b>Folder Check pro-forma</b>. This may be completed in lesson, or as part of a formal check of all folders. It is suggested that these are checked on a rolling basis.</p> <p>Folders should be checked within the first three weeks. Any students that do not meet expectations will need to attend a Faculty Detention overseen by THL.</p> <p>All assessed work must be marked and returned within a <b>maximum of two weeks</b>. All assessed work must be marked using the <b>Essay Feedback</b> pro forma sheets. All comments must be linked explicitly to either quality of written communication or the skills outlined in the relevant specification.</p>
<b>Sociology</b>	<b>5</b>	<p>Students are responsible for maintaining a well-structured folder to hold notes, class work and home learning. Students complete notes prior to each lesson and these are not marked.</p> <p>Exam questions are completed regularly for which written feedback is provided and personalised ReAct activities are set for each student. Other work will also receive written feedback, for example essay plans and essay paragraphs, which supports students with structuring their writing.</p> <p>Self-assessment of written work is completed regularly, often before teacher feedback is provided. Students also receive verbal feedback in lessons, which can be responded to immediately.</p>
<b>Psychology</b>	<b>5</b>	<p>Formative assessment, is used extensively in this subject. The expectation is that one formative assessment takes place approximately every three weeks. The assessment takes the form of a formal examination with questions set on ExamPro. Students are reminded to work towards this assessment and are regularly informed of the topic content of this assessment via trackers. Mark schemes written by examiners are provided for much of the specification and students ReAct to improve their own work following an assessment. The expectation is for teachers to top mark. Teachers should intervene with low achieving students in class. The focus of the one to one sessions is to mentor students to improve their own learning strategies.</p> <p>Teachers mark summative examinations. There are three formal examinations: one after Xmas, the second after the Easter break and a final end of year threshold examination. Teachers moderate summative examinations. Interventions are planned following examinations in consultation with the student. The students are actively invited to actively plan their next steps. Teachers act as guides in the learning process.</p> <p>Teacher feedback is given to students in real time during class using Google Docs for essay work.</p> <p>Students are trained to examine and regularly upgrade C/B past student work using examiners commentary.</p>

		<p>Peer to peer feedback is used extensively and is guided by observation checklists.</p> <p>Exemplar essays are marked by students in class, together and discussed alongside examiners marking and reports.</p>
<b>Further Maths</b>	<b>5</b>	<p>All lesson notes are in A4 exercise books or folders. These are not marked by the teacher, but students are expected to self-assess their work after each exercise.</p> <p>For each unit, there are approximately six assessed pieces of homework. Students are expected to make revision notes prior to the assessed homework and complete a review of their work before handing in. The work is then marked by the teacher, using the exam style mark schemes, which involves the allocation of M, A and B marks. A ReAct sheet is also filled in at this time by the teacher which gives targets for improvements and extension work. Verbal feedback is also given by the teacher during this process. Throughout the course regular assessments are given which are marked by the teacher again against examination marking criteria. Verbal feedback and targets will also be shared at this time.</p> <p>Examination papers used as revision are marked by the students, using the examiners mark schemes.</p>
<b>Media Studies</b>	<b>4</b>	<p>Students will complete an assessment booklet during each term of study, this will be marked by the class teacher at the end of each half-term. Feedback will consist of teacher marking notes and subsequent verbal feedback. After marking, students will have a variety of ReAct tasks to complete after receiving written &amp; verbal feedback.</p> <p>Students are required to have their own subject folder. Folder checks will take place by the faculty team during each term.</p> <p>Google Classroom will also be used to check and collect Home Learning, written feedback will then be delivered via this platform.</p>
	<b>5</b>	<p>Students are required to have their own subject folder. Folder checks will take place by the faculty team during each term.</p> <p>Students will also complete a baseline and end of topic test for each unit of study (an average unit of study will last a term.) These tests will be marked and given a numerical score, written and verbal teacher feedback will be delivered for the end of topic written or practical responses.</p> <p>Google Classroom will also be used to check and collect Home Learning, written feedback will then be delivered via this platform.</p>

Sandringham School conducted a research project on Home Learning during the academic year 2016-2017 that examined the educational research literature and interviewed staff and students on their experiences. The research showed that there are many benefits of home learning at secondary school, including:

**Immediate**

- Better retention of factual knowledge
- Increased understanding
- Better critical thinking, concept formation and information processing

**Longer term**

- Willingness to learn during leisure time
- Improved attitude to school
- Better study habits and skills

**Non-academic effects**

- Greater self-direction
- Greater self-discipline
- Better time organisation
- More inquisitiveness
- More independent problem solving
- Greater parental involvement in schooling

However, our research also showed some detrimental effects of either excessive amounts or poorly designed homework tasks, including negative impacts upon family and leisure time and concerns over fatigue and mental well-being.

Our updated home learning policy now emphasises setting purposeful home learning where quality is the main consideration rather than quantity. The principle can be summarised as ‘Set Less, Learn More’.

Home learning will be set for the following purposes:

- **Pre-learning**
- **Checking for understanding**
- **Practice**
- **Processing**

Teachers will follow the T.H.I.N.K. principle when setting home learning:



**Teachers will:**

1. Only set home learning when it is appropriate and purposeful, following the T.H.I.N.K guidelines.
2. Be clear about the purpose of the home learning task and how it will support student learning: pre-learning, checking for understanding, practice or processing
3. Provide appropriate feedback according to the school’s marking policy
4. Ensure home learning is set according to the home learning timetable are made available to students and parents on the Show My Homework system
5. Where appropriate, set home learning activities that are differentiated, inclusive and varied
6. Provide appropriate and incremental sanctions in line with the Rewards and Consequences system to students who fail to complete home learning adequately or who fail to hand it in on time.

**Tutors will support subject teachers by:**

1. Checking that students are supplied with a planner or a replacement planner every morning.
2. Checking home learning diaries every week and ensuring students are recording their work.
3. Communicating with the Performance Director if any general home learning related issues arise

### **Parents are encouraged to:**

1. Assist their child with planning and organising their home learning in line with their home learning timetable
2. Provide their child, where possible, with a suitable learning environment in which to complete their home learning, without distractions.
3. Discuss home learning tasks and teacher feedback with their child to encourage conversations about learning
4. Access Show My Homework to support their children in years 7-11. Planners should also be signed each week to acknowledge that home learning has been discussed.

### **Students should**

1. Write down all their home learning in their planners, including when it is due to be handed in and the time it will take to complete
2. Use Show My Homework to gain the details and support on their home learning.
3. Allow adequate time to complete their home learning to standard that reflects their understanding and best efforts
4. Stick to the timing guidance from their teacher and if they exceed this to write down the amount of time it took
5. Where possible find a quiet environment to complete their home learning
6. Take initiative for their own learning exploring and developing their understanding beyond the tasks set

The amount of time spent on home learning will therefore vary across the academic year and will also increase in Key Stage 4 in preparation for GCSEs (2hrs+ per day). In the Sixth Form, the amount of work students will undertake independently outside class time will be considerable. Students need to take responsibility for this themselves (so Show My Homework and planner signing are no longer required). A rough rule of thumb would be to do at least an hour's revision, research or preparation independently for each hour of taught time, so a student taking 3 A-levels for 5 hours per week would need to do at least 15 hours of independent study.

## **APPENDIX 5: PROCEDURES FOR LEARNING DISPLAYS**

The quality of display reflects the ethos and values of the school. Displays must be educative; celebrate the achievements and contributions of our students; and enhance the school environment.

### **5.1 PURPOSE OF DISPLAY**

Display must be updated regularly to:

- be educative, informative and visually stimulating,
- celebrate the achievements of students of all ages and ranges of ability,
- reflect a multicultural, multi-faith society,
- emphasise the positive contributions of students to the life of the school,
- raise awareness and interest in specific school policies,
- enhance the school environment.

### **5.2 EXPECTATIONS**

Our display policy expects that:

- the display co-ordinator will oversee and lead on all display work across the school. The display-coordinator will design and produce the displays in public areas of the school. The Director of Learning takes responsibility for displays in classrooms for their faculty.
- displays should be related to recent, current or impending work being undertaken by students.
- displays should reflect the school's policy on equal opportunities.
- displays should support learning and stimulate interest in the subject. Displays featuring student exemplar work that is graded are encouraged as this can be a useful guide to student in the standards expected at different assessment levels.
- displays should be neat, tidy, well arranged and, if possible, covered.
- displays should reflect the school's policy for Assessment for Learning.

### **5.3 RESPONSIBILITIES**

#### 5.3.1 Pastoral displays:

- Year-group displays are the responsibility of the PD for the Year Group.
- A single display board in each Tutor Room is the responsibility of the members of the Tutor Group, under the direction of the Tutor.
- Heads of House are responsible for the display pertaining to their own House.

#### 5.3.2 Whole-school Displays:

- The Roll of Honour Board in each Faculty area is the responsibility of the Director of Learning for the subject, supported by the Display Co-ordinator
- The main displays in the school Reception are the responsibility of the Display Co-ordinator
- Point of contact for special and extraordinary displays for particular events is the organiser.
- The Student Leadership Team notice board is the responsibility of the Student Leadership Team Coordinator, supported by the Display Co-ordinator
- Displays for clubs and societies, including Fo\$\$, are the responsibility of the society, subject to the agreement of the Head

### **APPENDIX 6: PROCEDURES FOR DEVELOPING LITERACY ACROSS THE WHOLE SCHOOL**

It is the responsibility of all staff to promote high standards of literacy within their lessons: this encompasses the skills of reading, writing, speaking and listening. Teachers should plan a variety of opportunities for students to develop these skills on a regular basis.

These procedures have been developed into a separate Literacy Policy and this should be consulted for approaches that should be adopted across the school.