



Lady Mannors School

Teaching & Learning (including Homework) Policy

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Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed annually by the Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here:
<https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools>

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EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

CONTEXT OF THE POLICY

We strive to provide high quality lessons that are both inspiring and challenging for all our students. All teachers will carefully plan, organise and deliver activities to promote outstanding learning and behaviour from the students in their classes. We also aim to

develop students' skills in independent learning, preparing them to be effective life-long learners

OBJECTIVES

Teachers are aware of the features identified by educational research and Teachers Standards' which are characteristic of quality first teaching (QFT) which leads to outstanding lessons. This is supported by high quality training (CPD) within school. At Lady Manners School we promote an approach in which outstanding lessons are characterised by six main areas: clarity of purpose, adaptive teaching, pace, challenge and rigour, assessment for learning and engagement. All teachers are given clear guidelines to follow in each of these areas when planning lessons. A theme is chosen each year to focus whole school CPD on that we believe will develop teachers practice further and lead to better outcomes and improved life chances for students. All staff work on this aspect of QFT in their curriculum areas and within cross curricular Teaching and Learning Groups (TLGs).

Teachers are fully aware of the available progress and background data regarding individual students in their classes and use these to inform lesson planning.

Support and CPD for teachers and other classroom-based staff in developing strategies for effective teaching and learning is provided in a number of ways, and certainly includes that provided by Directors of Learning, Curriculum Leaders, the Senior Assistant Headteacher responsible for teaching and learning and by membership of cross-faculty TLGs and external agencies where this is deemed helpful. We also have 'Open Door' weeks in the summer term where all teachers invite colleagues to visit their lessons and share best practice.

The Senior Assistant Headteacher responsible for teaching and learning leads on all CPD across the school to ensure appropriate CPD is tailored to the needs of individual teachers. There are eight TLGs each with two facilitators who act as a vehicle for reflection on current and innovative practice. Membership of the groups are open to all classroom-based staff, not just teachers, and ideas and good practice are further disseminated to all members of the teaching staff via a half termly newsletter. Membership of professional bodies such as the National College of Teaching and the Chartered College of Teaching are also used as a way of sharing and developing good practice at a whole school level. All staff have access to the National College CPD hub to enable more personalised CPD to take place.

Teaching and learning is monitored in a number of ways including the appraisal system; by staff with curriculum responsibilities and through other observations by the Senior Leadership Team. Lesson observations, known as CPD visits, learning walks, and curriculum and faculty reviews are used as developmental exercises as well as for monitoring and quality assuring provision. There is also external verification in the form of joint CPD visits and observations by the School Improvement Adviser which take place as part of the quality assurance processes. All information from CPD visits is recorded in SISRA Observe which allows for the identification of best practice and areas for development for individuals, curriculum and faculty areas and at whole school level. Governors regularly review the outcomes of learning, often in the form of reports from the Headteacher including the examinations report and from meetings with Senior Leaders and Directors of Learning following a Faculty Review process. This is part of school quality assurance and self-evaluation which also includes work sampling, analysis of assessment outcomes and student views about their progress and experience.

TEACHING AND LEARNING FOR SPECIFIC GROUPS

Special Educational Needs and Disabilities

Students with identified learning needs or a disability are on the school's SEND register and the details of their needs and how best to address these are made available through provision mapping software (Edukey) and Class Charts and shared with all staff. Advice on specific teaching and learning resources to challenge these students are included in the advice for each individual and via guidance from the SENDCo on quality first teaching strategies. Every teacher has a list of five key strategies backed by educational research and curriculum areas tailor these to be more subject specific when necessary.

Disadvantaged

Students who are identified as disadvantaged, including all Pupil Premium students, are provided with all that they need to support their learning in school, including equipment, revision resources and other aids. All staff will ensure teaching and learning initiatives for use with disadvantaged students are used effectively, appropriately and at the right time so as to maximise progress and diminish achievement differences. Seating plans, interventions both in and out of lessons, targeted support and catch-up sessions are provided to ensure that the gaps between disadvantaged students and their peers are closed by the time the students reach the end of their GCSE courses. Care is taken in planning the curriculum and lessons to ensure that these students have opportunities for participation in educational trips and events to build cultural capital and maximise life chances. Directors of Learning and tutors contribute to thrive for success evenings where parents are invited in to discuss ways in which they can support their child with learning and other aspects of school. We have a dedicated Learning Mentor in the Maths and English who work alongside teachers and with small groups during the school day and after school to ensure provision for disadvantaged students in these key core areas is of the highest quality.

For all lessons staff use adaptive teaching methods in order to meet the needs of individual students and this is monitored via the appraisal process and QA processes. Teachers use QFT strategies in lessons to improve students' metacognition and self-regulation as these are backed by educational research in their effectiveness in helping to reduce learning gaps.

We aim to challenge all students in every lesson and use effective scaffolding strategies to enable all students of all abilities to access those challenge. We believe all students have the right to a high-quality education that ensures they have equal opportunities in life.

CROSS CURRICULAR ASPECTS OF LEARNING

Literacy, mathematics, the use of ICT and thinking skills are all promoted across the curriculum. Our personal development programme of lessons promotes transference of knowledge and skills as well as providing opportunities to understand effective study strategies. Directors of Learning meet regularly to discuss ways to promote cross curricular and cross faculty learning and experiences that will improve the ability of students to transfer knowledge and skills and build confidence in becoming more independent learners.

HOMEWORK

Homework and Out of School Learning encompass a huge range of activities. The term 'Out of School Learning' is intended to recognise the breadth of learning that can contribute to the development of an individual's knowledge, skills and personal development but which may not be formally set by, or directly related to, school. The term 'Homework' implies learning activities that are formally set by school.

Homework and Out of School Learning play very important roles in fulfilling the curriculum aims stated above. In particular:

- By helping students to achieve to the best of their abilities
- By encouraging students to take responsibility for their own learning
- By providing a breadth of learning experience
- By providing opportunities for personalisation of the curriculum according to needs and interests
- By providing the skills necessary for further learning and future career development
- By providing opportunities for personal development outside of the academic sphere

Homework can have many purposes. These include:

- The re-enforcement, consolidation, development and application of learning undertaken in class
- Research and preparation for an extended piece of work
- Broadening subject skills and knowledge by reading around the subject
- Improving literacy skills by reading for pleasure
- Revision and retrieval of key knowledge and skills
- The development of personal and independent, learning and thinking skills. Skills such as self-motivation, self-regulation and time management, creative thinking and reflective learning may be harnessed particularly effectively through homework.

Effective homework is characterised by:

- A clear purpose and relevance. It must be perceived in this way by students
- Engaging activities that are capable of engendering interest and pride in the final outcome and contribute to the progress made by students
- Variety over time - which may also include an element of choice on the part of the student
- Careful planning as part of a well-designed scheme of learning. It should be structured well and have clear learning outcomes
- Being matched to individual needs where appropriate

STANDARD PRACTICE IN SETTING HOMEWORK

- All students will be set retrieval activities for homework each half term. These retrieval tasks are to support students in moving learning into long term memory. These may cover learning from recent weeks, a term earlier and also previous years. Educational

research tells us that these help students to build and retain their knowledge, skills and attain better outcomes in assessments.

- Other types of homework will be set on a regular basis and will have strong educational purpose as part of a structured scheme of learning.
- All homework is set through Class Charts with clear deadlines for completion. All students, parents and carers have access to this online app.

Students can expect to complete some form of homework on most evenings. However, students might not be set a completely new homework task by every teacher every week. The exception to this will be in the Sixth Form where students can expect all curriculum areas to set at least one significant piece of homework each week per teacher

The amount of time spent on homework is likely to increase as students move up through the school. Even within the different Key Stages some variation will occur. For example, within Key Stage 3 the quantity of homework expected of a Year 7 student who is just settling in to school will be less demanding than for a Year 9 student who may well be making a start with examination-based tasks in some curriculum areas. Similarly, within Key Stage 4 and the Sixth Form, the balance between shorter, closely defined tasks and more open, longer projects will often depend upon which particular courses are studied.

A retrieval homework schedule will be set at the start of each year giving an indication of the regularity of this type of homework in each subject.

We have a flexible model in place for marking and feedback which allows each curriculum area to feedback in the most appropriate ways. Marking may be done by the teacher but when appropriate will be done by the students themselves or by peer-marking. These types of student marking are always guided and supervised by the teacher with the increase in availability of high quality online platforms and AI some homework will be electronically marked. Teachers are asked to carry out live-marking of day to day work in lessons when appropriate, and give verbal feedback regularly in class as these forms of instantaneous feedback are the most powerful in allowing students to improve their learning.

We greatly value the fact that many of our students are engaged in a wealth of out of school learning activities and aim to find ways to record and celebrate these endeavours. We also recognise that these activities are time consuming and want to ensure that our students can balance them with homework. When possible, students who inform staff in advance of other commitments may be allowed extra time to complete homework assignments. However, time management is also an important skill to learn.

ROLES AND RESPONSIBILITIES

The Role of School:

- The school is responsible for planning and delivering effective, engaging lessons and homework as an integral part of its wider curriculum. Additional resources and guidance will often support homework and Class Charts is used to set homework and help students with planning and meeting deadlines.

- Homework will be differentiated where appropriate to meet the learning needs of students, and will be matched to abilities. Outcomes will be valued and used to adapt teaching and learning. The school will also take steps to resolve situations where an imbalance of work arises.
- The school offers spaces for students to use at lunchtimes, and in some cases before and after school, to complete homework and research tasks. Sixth Form students also have a dedicated IT centre to use for their independent learning. We have a well-stocked library in school with access to computers that students can use at lunchtimes to support their learning and completion of homework tasks.
- The school will deal with the non-completion of homework within normal disciplinary procedures. Responsibility for tackling non-completion begins with the class teacher and the curriculum area concerned. The completion of high-quality homework will be rewarded through the existing school reward systems on Class Charts to demonstrate that such effort and care is valued.
- The school will monitor the use made of homework through Curriculum Leaders, Directors of Learning and the pastoral system.

The Role of Students

One aim of all homework, but retrieval tasks in particular, is to encourage students to take responsibility for their independent learning and move their key knowledge and skills into long-term memory. Students are responsible for planning their time carefully in order to ensure its completion by deadline, and for engaging in homework tasks in order to complete them to the best of their ability. Students must access Class Charts to find instructions for homework and ensure that they can meet deadlines.

The Role of Parents and Carers

Homework also enables family members to make a contribution to learning. Parents and carers can support learning by taking an interest in the topics studied and supporting students in managing their time in order to complete the work set by the given deadline. Parents and carers are asked to let the school know if their son or daughter is experiencing difficulties in completing homework by regularly checking the Class Charts app.

LINKS WITH OTHER POLICIES

This policy is linked to the following policies:

- Behaviour Policy
- Child Protection Policy (and coronavirus addendum to our child protection policy)
- Data Protection Policy and Privacy Notices
- Assessment, Reporting and Marking Policy
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Remote Learning Policy

CONCLUDING STATEMENT

The spirit of our approach is that all members of Lady Manners School continue to look for ways to improve the quality of teaching and learning so that students learn as much as possible, enjoy learning and achieve the highest possible standards.

APPENDIX 1

Lady Manners School

Remote Learning Policy for BTEC Courses



Aim

- To ensure consistency in the approach to remote learning for students who are not in school
- To ensure that the delivery meets the guidelines set by the BTEC awarding body
- To ensure that the assessment methodology is valid, reliable and does not disadvantage any group or individual learners
- To set out expectations for all members of the school community with regards to remote learning

In order to do this, teachers at Lady Manners School will:

- provide remote learning in the event of a school closure between 9am and 3.35pm
- provide remote learning for a group at the times when they normally teach that group
- provide appropriate work for all their classes each day
- ensure that the amount of work provided enables students to keep learning for the same amount of time that they would if in school
- set work in a timely fashion each day so that learning can begin by 9.15am for all students
- upload suitable activities onto MyVLE in the appropriate subject areas
- upload suitable BTEC assignments for students to complete and hand in for feedback on Class Charts, with appropriate deadlines in line with the homework and assessment, reporting and marking policies and in line with BTEC awarding body requirements
- ensure that BTEC assignment briefs are appropriate for remote learning environments
- ensure that students have access to any necessary technology required for a BTEC assignment
- ensure that BTEC assignment briefs are delivered in person via a live lesson
- provide live lessons for students where appropriate e.g. if a whole year group/class is learning from home because of a COVID-19 occurrence
- ensure there is a mechanism for students to ask questions about their work through the facility on Class Charts or in the chat section on GoogleMeet
- liaise with their colleagues, curriculum leaders and the Lead Internal Verifier to ensure that there is consistency of provision across a year group and work provided is of a high quality
- monitor the engagement of students with remote learning and alert relevant pastoral or curriculum leaders to any concerns
- undertake appropriate training when needed to provide high quality remote education for students of all ages and abilities
- ensure that BTEC assignment deadlines can be met by any student learning remotely
- provide timely feedback to students using the codes outlined in the marking policy and in line with BTEC awarding body feedback requirements
- ensure submitted work is authentic by running plagiarism checks and that it has been completed by the learner

- ensure that submitted work is stored securely in line with the awarding body requirements

The Internal Lead Verifier will have responsibility for the above, overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programme

Features of Outstanding Lessons

