



## Rationale

The school aspires to provide the highest quality teaching, along with challenging and stimulating learning opportunities for each and every pupil. The Teaching and Learning Policy sets out to make explicit the different ways in which this can be achieved so that every pupil can leave school with good qualifications, a love of learning, and the skills needed for success.

## Core Teaching Principles

### Marking

Marking has two purposes. One, pupils act on feedback and make progress over time. Two, it informs future planning and teaching.

1. Teachers must have a secure overview of the starting points
2. Marking must be primarily formative and is clear about what students must act upon and selective marking when relevant (i.e. homework)
3. Marking and Feedback must be regular (**formative feedback to be provided at least twice a half term, in line with department schemes of work**) and use Departmental version of 'Yellow Sheet'.

### Planning

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all pupils.

1. Be clear and precise about the knowledge/skills you want pupils to learn, not what you want them to do.
2. Be clear about how the pupils are to be assessed. Both within the lesson and also at the end of the learning cycle.
3. Ask yourself 'so why?' Activities, including homework, must be designed to facilitate learning and not to keep pupils busy
4. Differentiation should be planned over time to ensure 'quality first' approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room
5. Every class must have a seating plan
6. All lessons must get off to a flying start, with pupils purposeful from the beginning
7. Consider timings to ensure appropriate pace for intended learning
8. **Homework should be set on a regular basis** \*also see homework

### Teaching

1. Go with the learning: the flow of great progress is more important than blindly following the lesson plan
2. Ensure that learning has stuck, through checking that is incisive, systematic and appropriately spaced
3. We are all teachers of Literacy. The quality of both pupils and teacher's language, such as in instructions and questioning, are significant determinants in progress. Make the implicit, explicit.
4. All pupils must be working harder than the teacher, over time
5. Teachers must be explicit about learning outcomes and key words
6. Demonstrate the values of the school

## Homework

### Rationale

To promote independent study as an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning.

### Research

According to Academic Research undertaken by John Hattie, it is clear that homework is impactful at Secondary Level. The studies show that the effect size at Primary Age is  $d = 0.15$  and for Secondary students it is  $d = 0.64$ .

At secondary level Hattie suggests the highest effects in secondary are associated with rote learning, practice or rehearsal of subject matter; more task-orientated homework has the highest effect.

Overall, the more complex, open-ended and unstructured tasks are, the lower the effect sizes. Short, frequent homework closely monitored by teachers has more impact than their converse forms. Finally, the evidence is that teacher involvement in homework is key to its success.

**Homework must be set in line with department SOWs. This will usually be two to three times per half term depending on curriculum hours.** In Years 10, 11, 12 and 13 this will depend on the students' individual programmes. -

The school ensures that Homework is an integral part of the Curriculum and is planned and prepared alongside all other Programmes of Learning. Homework is appropriate to the age, ability and circumstances of the pupils, taking into account Special Educational Needs.

Homework is co-ordinated by the subject departments and monitored by Curriculum Team Leaders. It is quality assured regularly and marked as appropriate

The school uses Satchel One (formally Show My Homework), which is an online/app system that assists parents in monitoring their children's homework.

Pupils are welcome to complete Homework tasks on the school premises at the end of the formal teaching day.

### Pupils are expected to:

- Record Homework assignments in their planners and ask if they are uncertain what is required
- Demonstrate a commitment to spending time doing the tasks set to a good standard and handing the work back on time.
- Check Satchel One for details of tasks set.

### Parents or Carers are asked to:

- Encourage and monitor Homework and inform the school if an issue arises
- Check Satchel One for tasks set

### Teachers are expected to:

- Set meaningful, challenging homework where pupils extend their learning, and provide feedback when appropriate to do so

- Upload homework tasks onto Satchel One
- Ensure that pupils at least make reference to the homework in their planner as a prompt, even if they do not always write it in full.
- Contact the parents/carers of pupils or students who fail to complete homework on a regular basis

## Marking

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### Time spent marking must help:

- Identify common errors
- Students to correct / improve
- Re-teach parts of the lesson
- Inform future teaching.

## Educational Research

“Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of the approach...” EEF

## School Assessment Calendar

Staff are expected to mark a piece of work at least twice a half term, in line with department schemes of work.

<b>Autumn 1</b>
2 x formative feedback
<b>Autumn 2</b>
2 x formative feedback
<b>Spring 1</b>
2 x formative feedback
<b>Spring 2</b>
2 x formative feedback
<b>Summer 1</b>
2 x formative feedback
<b>Summer 2</b>
2 x formative feedback

## **Markbooks**

Teachers may keep their markbooks manually or on a spreadsheet according to preference. These are to be available for easy reference during lessons. Each class list should contain the following information:

- SEN information
- Identification of high, middle and low attainer pupils
- Identification of pupils on Free School Meals and/or Pupil Premium
- Reading Ages
- Target Grades both for End of Year and End of Key Stage

Teachers keep ongoing, accurate and systematic records of Classwork and Homework, which is used to track the progress of the pupils that they teach, class by class and to make their records available to Curriculum Team Leaders and the Senior Leadership Team.

## **Different Types of Marking**

Marking and Feedback must be regular (formative feedback to be provided twice a half term) and use Departmental version of 'Yellow Sheet'

- Making rationale and success criteria clear for pupils (Ron Berger and Doug Lemov)
- Modelling the successful outcome in advance (Doug Lemov, Ron Berger and Daniel Willingham)
- Having High Expectations of all pupils (Doug Lemov)
- Training pupils to be able to peer and self-assess (Dylan William, Ron Berger and John Hattie)
- Asking pupils to re-draft work (Doug Lemov and Ron Berger)

Not all marking has to be done by the teacher and good assessment for learning (AFL) methods can be used such as Self-Assessment where pupils are given the Success Criteria for a task, and then mark their own work; or Peer Assessment, where pupils mark each other's work.

## **Monitoring**

Curriculum Team Leaders monitor teachers' marking and written feedback through the regular monitoring procedures of the Quality Assurance processes.

The Leadership Team and Curriculum Team Leaders monitor written feedback and marking through Lesson Observations and Learning Walks. During Leadership Team and Line Management Meetings, the findings are reviewed.

## **Quality Assurance Policy**

### **Rationale**

Curriculum Team Leaders are accountable for the quality of teaching and learning within their subject areas. It is the responsibility of the Leadership Team to ensure that these accountabilities are upheld. This policy describes the systems and protocols in place to assure the quality of teaching and learning.

### **Teaching and Learning**

Teachers at Saint Cecilia's take an active part in the development of Teaching and Learning and take opportunities to enhance and develop their own classroom practice. All teachers should therefore be familiar with the Qualified Teacher

Standards; will work within them; and base their classroom practice on them. Those members of the teaching staff who have crossed the threshold will be expected to be familiar with the additional criteria.

## Learning Walks

Staff undertaking Learning Walks visit a class without notice and observe for as long as is required to gain a clear picture of the quality of learning. This usually takes place in line with Quality Assurance Calendar. Observers then give feedback in person, or by using a Learning Walk postcard, placed in the teacher's pigeonhole. The outcomes of Learning Walks are recorded on a Learning Walk proforma, and contribute in part to the 'Teaching over Time' aspect of the Appraisal system for teachers.

## Lesson Observations

Lesson observations may be required as part of group CPD, Progress Coaching, ECT monitoring or general support.

Lesson Observations should last at least 30 minutes, at the Curriculum Team Leader's discretion. Feedback will be given in person, using the school proforma.

## Quality Assurance Calendar 2023-24

Autumn One	
Week 1 and 2	Exam Analysis and Department Development Plan
Week 3 and 4	Learning Walks (new staff)
Week 6 and 7	Marking and Feedback Learning Walks 1
Week 7	Appraisal 2023-24

Autumn Two	
Weeks 4-5	All staff Learning Walks 1 (Pupil voice focus)

Spring One	
Week 1	Department Data Review and DDP Updates
Week 3 and 4	CTL Learning Walk focus 1

Spring Two	
Week 1	Mid-Term Appraisal Reviews
Week 2-3	Marking and Feedback Learning Walks 2

Line-managers will support CTLs/ACTLs with Quality Assurance activities. In the fortnight following a QA window, Line-managers will meet with CTLs and reflect on any trends that emerge, using the DDP to consider next steps. We have introduced a CTL-led QA window to give CTLs an opportunity to direct the focus of their Quality Assurance which will inform their DDP and CPD planning.

**\*Please note that both Quality Assurance Processes and the QA Calendar for 2023-24 will be kept under review and be subject to change in light of emerging trends/needs**