



Regular Homework and Independent Study

- Students are set 1 hour of homework / independent study for every hour of contact time with the students.
- Homework and independent study **consolidate** and **enrich** learning.
- Students complete 1 hour of super-curricular study each week in an allocated session.

Teaching and Learning Aims

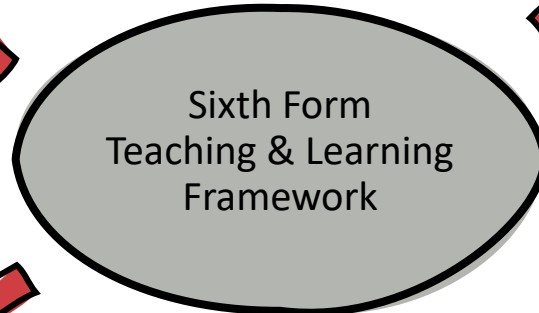
- Students feel secure and safe, so they are confident to take risks, ask questions, try new activities, take themselves out of their comfort zone, attempt new challenges and make mistakes.
- Students feel stimulated and inspired, to have their imaginations and aspirations fired by resources with examples of excellent practice and attainment.
- Students experience all styles of teaching and learning- lectures, tutorials, seminars, practical, independent and collaborative.

Learning Climate

- **Culture** - 'Can do' culture for all students.
- **Confidence** - Building student confidence/ self esteem.
- **Preparation** - Enforcing the importance of preparation such as equipment, dress code, etc.
- **Resilience** – students are encouraged to be resilient when challenged with difficult concepts.
- **Study Skills** - Students know how to study revise and how to use Independent Study Periods effectively.
- **Independence** – we encourage and build independence amongst student to develop their maturity as learners.
- **Understanding** – we develop student awareness in assessment criteria and how to achieve on their chosen courses.

Lessons Have Pace and Challenge

- **Questioning and Collaboration**– develops and challenges student responses to promote further exploration.
- **Independence** - encourages study and enquiry.
- **Engagement** – avoids student passivity.
- **Assessment rich** – assessment informs planning and uncovers misconceptions.
- **Challenge and Review** - challenging targets are set and reviewed regularly.
- **Variation** - Varied activities for a variety of learners.



Marking of Student Work

- Purposeful comments that promote progress and give students achievable targets to develop upon are given.
- A variety of feedback methods are used with students including student specific, whole class and verbal feedback.
- Support and resources is made available to students after feedback to help them improve on identified areas.
- Students regularly set goals for learning.

Planning of Lessons

- Lessons are planned with student progress at the heart; within single lessons and a succession of lessons in the scheme of work.
- Prior learning of students (at KS3, KS4 and KS5) is taken into account when planning lessons and how skills and/or knowledge taught will link to future topics in the course.
- Lessons are structured so that **all** learners can access the lesson and make progress.
- Students are given the opportunity to consolidate their learning in previous topics.
- Students are aware of learning objectives and the success criteria to achieve them.

Students Engage Regularly With the Assessment Process

- A variety of assessment methods are used (e.g. self, peer, teacher).
- Student-friendly criteria used and applied when giving feedback.
- Students are given opportunities to respond to teacher comments and marking, and improve their work.
- Students understand when and how they will be assessed.
- Students are acutely aware of their progression in each subject and how they can further improve.