

Coordinator	Yamina Bibi, Assistant Headteacher
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The policy is communicated by the following means	
Governors	E-mail
Staff	Policy Folder in the staff portal & email
Parents	School Website
Students	School Website

1. The vision for teaching, learning and assessment at Sarah Bonnell School

At Sarah Bonnell School (SBS), through our effective teaching and learning, we ‘work together to provide students with an **inclusive** and **equitable** experience of school which **empowers** them to achieve ambitious **qualifications**, powerful **knowledge**, effective **communication skills** and the **resilience** to promote **social justice** for the better of all.’ We ensure that teachers deliver irresistible teaching using a range of adaptive techniques to engage, motivate and inspire a love of learning in students.

At Sarah Bonnell School, we deliver ‘irresistible’ teaching using adaptive techniques and consistent routines for purposeful participation. Our Teaching, Learning and Assessment (TLA) is a strength in the school as identified by Ofsted in their 2022 report:

“Lessons are engaging and delivered by teachers with very strong subject knowledge. This helps pupils to learn more and to remember more. Pupils are, therefore, very well prepared for the next steps in their education or training” and “Pupils’ behaviour in lessons and around the school is exemplary”.

Sarah Bonnell is a school where staff engage in a purposeful and rich dialogue about pedagogy, and where everyone is always striving to innovate, improve, and diversify their practice to deliver high quality, impactful and enjoyable Teaching, Learning and Assessment for all.

Teachers at Sarah Bonnell School are leaders in their own classroom, motivate students to lead their own learning and inspire students to embody the Sarah Bonnell school motto ‘Be Proud, Aim High, Work Hard, Be Kind, No Excuses’ in all their lessons.

1.1 Evidence behind the policy

- The Education Endowment Foundation (EEF) found that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’
- In the EEF’s ‘Moving Forwards, Making a Difference’ guidance report (2022), the researchers recommended a 3 tiered approach with supporting students after the pandemic, with high quality teaching the first recommendation.
- As part of high quality teaching, the EEF recommends the ‘five-a-day’ approach which can be seen in image below:

High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are certain key elements that can be integrated into daily practice to enhance its quality. The 'five-a-day' approach identifies these evidence-based 'best bets', which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND. The five elements of the approach are summarised below.



- At Sarah Bonnell School, our Teaching, Learning and Assessment Policy is based on this five-a-day approach sitting alongside wider relevant research and evidence-informed practice such as Barak Rosenshine's Principles of Instructions.

2. Key components of High Quality First Teaching at Sarah Bonnell School

At Sarah Bonnell, we define high Quality First Teaching as the following:

2.1 The SB Lesson

At Sarah Bonnell School, teaching and learning is evidence and research informed to ensure our students receive high quality first teaching. The SB Lesson is a framework for teaching which supports the delivery of 'irresistible' and inspiring lessons leading to excellent outcomes for all students.

The SB Lesson is a framework for a lesson or series of lessons to ensure there is a shared language across the school to secure consistency of high quality effective teaching practice. Teachers have autonomy to apply adaptive teaching strategies which enable progress for all students and adapt the framework as necessary. The SB Lesson is not a list of non-negotiables.

The SB Lesson framework has been structured around four phases:

- 1) Aim High Start to Every Lesson
- 2) QFT: Present New Materials
- 3) QFT: Student Practice
- 4) Work Hard to Every Lesson

Each phase aims to build student knowledge and skills during the lesson through the use of teacher and student-led activities in order to promote progress.

(See Appendix A for the SB Lesson Framework)

In order to support teachers in recalling the key components of every lesson or a series of lessons to support student progress, we have created the SB Hi-Five.



2.2 Effective use of questioning, modelling and explanation

Questioning, modelling and explanation are all key skills which teachers will deploy in lessons in order to teach, provide feedback, and assess student progress. Questioning may be targeted in order to support or challenge students, and should also seek to deepen their understanding or correct misconceptions.

Modelling takes many different forms, but essentially is intended to demonstrate to students how to achieve something, to provide examples of high quality work so that students can visualise their

destination, or as a formative feedback activity to allow students to demonstrate their own understanding.

2.3 Formative Feedback

At Sarah Bonnell School, responsive and adaptive teaching is at the heart of our effective Teaching and Learning Principles. Formative feedback is key to responding to the needs of our students and acting swiftly to move them forward in their learning.

At SBS, we utilise strategies throughout the lesson to capture what students have learned and whether learning can continue and key content needs to be revisited. Teachers should ensure all students receive formative feedback on their work, within whole-class discussion and questioning as well as one-to-one dialogue. We understand that feedback during a lesson is far more powerful than retrospective feedback after a lesson.

At SBS, we use adaptive teaching strategies as part of our formative feedback to elicit evidence of student learning and provide students with ongoing feedback in the moment rather than retrospectively.

We elicit evidence of learning through strategies such as:

- No hands up questioning
- Cold Calling
- Push for Perfection
- Pose, Pause, Bounce and Pounce
- No Opt Out
- Mini Whiteboards
- Multiple Choice Questions
- Diagnostic Testing
- True or False
- Self and Peer Assessment

2.4 A focus on literacy, numeracy and oracy

All teachers are teachers of literacy, oracy and numeracy. Teaching Standard 3 requires teachers to demonstrate an understanding of, and take responsibility for, promoting and modelling high standards of literacy, articulacy and the correct use and pronunciation of Standard English, regardless of the teacher's subject specialism.

Where elements of literacy, numeracy and oracy are incorporated into lessons, teachers should be explicit with students in order to help them realise cross-curricular links. Support, or ideas to further embed literacy, numeracy and oracy can be accessed through the Lead Practitioner (LP) team.

2.5 Effective use of data to provide differentiated and challenging learning opportunities for all

Data comes in many forms, and teachers should ensure that they are making full use of the data available to them in order to plan lessons which cater for all students, and allow all students to make progress.

Teachers have access to the following via the Student Profiles marksheet and student profiles on SIMS:

- KS2 Data for Reading, Writing and Maths
- CATs scores
- Bronze, Silver and Gold target grades
- PPG
- SEND
- Attainment banding
- Reading Ages
- Standard Age Score (NGRT)
- Achievement/behaviour points
- Attendance
- Ethnic Heritage

Teachers are expected to make use of formative and summative assessment methods as detailed in the Assessment Policy.

Curriculum Leaders, Progress Leaders and SLT will use 4Matrix and other methods of data analysis to identify strengths, areas for improvement, and trends across groups and cohorts of students, and disseminate this information to teachers in each CA.

Data Collection

Teachers are expected to meet the requirements and deadlines for formal data collections for each year group, as per the assessment calendar. CLs are responsible for quality assuring this data. Data entry may be informed by summative assessment, but teachers are encouraged to use evidence from other sources such as homework, classwork, response to questioning etc. to make a professional judgement.

Intervention

Teachers and CLs should use data to inform their delivery of any interventions. The first wave of intervention should always be high quality first teaching, but there will be occasions when students require more intensive support in order to allow them to make or exceed expected progress. The impact of intervention should also be measured through the use of before and after data, and interventions revisited or adapted in light of this.

(See the Assessment Policy for further details.)

2.6 Effective Feedback

Marking and feedback is also an integral part of teaching, learning and assessment. High quality feedback can lead to as much as eight month's additional learning per academic year or the equivalent of half a GCSE grade. We recognise that there are many different forms of feedback, and that marking need not always be written. Teachers are expected to follow the Marking and Feedback Policy (2017); students are expected to respond to marking and feedback in green pen in order to improve their work.

At Sarah Bonnell School, we believe **feedback** should **empower** students to take proactive leadership in improving their work and understanding what steps need to be taken to help them progress in each subject. Feedback inspires students as it is timely, challenging and actionable to boost confidence and accelerate learning. At Sarah Bonnell School, we recognise that verbal feedback alongside written feedback can be highly effective in empowering students to move forward in their learning and students receive regular feedback to inspire them and move learning forward. (See Effective Feedback Policy 2023)

2.7 An expectation that students will engage with lessons, accept responsibility for their own learning and work independently when appropriate

At Sarah Bonnell School, we provide all of our students with the opportunity to review, consolidate and accelerate classroom learning through home learning.

Home learning is an integral part of learning at Sarah Bonnell School. It is a powerful tool for extending the range and depth of a student's knowledge and understanding, as well as encouraging independent learning and self-motivation.

There are many reasons for setting home learning including:

- Encourage and develop self-discipline and enable students to become independent learners
- Reinforce and broaden the school curriculum
- Enhance and consolidate learning
- Involve parents in the educational process so they can be involved in their child's learning.

Types of Home Learning

Homework refers to any learning task which a student is asked to complete outside the classroom. At Sarah Bonnell School, there are three types of home learning.

- 1. Preparation**
- 2. Practice**
- 3. Project**

1. **Preparation** assignments help students prepare for activities that will occur in the classroom. Students may, for example, be required to do background research on a topic to be discussed later in class. This can also be referred to as the 'flipped classroom'. Students may be required to complete this in their books or through google classroom.
2. **Practice** assignments reinforce acquired skills. For example, students may be asked to analyse quotations independently for English Literature to demonstrate their knowledge and skills.
3. **Project** assignments are longer-term extended tasks in which students apply previous learning or demonstrate further skills taught in the classroom.

Frequency of Home Learning

At Sarah Bonnell School, home learning is set by the subject teacher at a frequency appropriate to the learning, and in accordance with schemes of work. This will be at least once a week for core subjects and at least once a fortnight for other Curriculum Areas. This will be monitored by class teachers and supported by Curriculum Leaders. Students will be given a reasonable completion date for all home learning and parents and persons with parental responsibility are asked to support their child and the school by ensuring adherence to these deadlines.

Teachers are expected to set homework in line with the Homework Policy, and Curriculum Leaders (CLs) are expected to ensure homework is integrated into Schemes of Learning.

(See AppendixB for the At a Glance Homework Guide)

2.8 Encouragement, praise and learning behaviours

Students are encouraged, supported and expected to accept responsibility for their own learning. Staff should use the system of rewards, praise and motivation in line with the Sarah Bonnell Way. Staff are asked to recognise 'best conduct' and to use praise, achievement points and postcards or positive phone calls home appropriately as reward.

In cases where students do not manage to meet the expectations embodied in the school motto, staff should consistently use the behaviour policy to sanction students as detailed in the Sarah Bonnell Way.

3. Roles and Responsibilities

3.1 Overview of roles and responsibilities

Students	Students are encouraged, supported and expected to accept responsibility for their own learning. They are expected to complete classwork and homework to the best of their ability and by the deadlines set, and to respond to marking and feedback in green pen, redrafting where appropriate.
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Teaching staff	To deliver QFT in line with this policy, enabling all students to access the learning, be challenged, and to make progress.
Teaching assistants	To work closely with the class teacher to support named students to access learning, support and interventions, in order to make progress.
Curriculum Leaders and Deputy Curriculum Leaders	To monitor, evaluate and review the standard of teaching, learning and assessment in their Curriculum Area through: <ul style="list-style-type: none"> • Data analysis • Feedback Evaluation • Learning walks (informal) • Looking for Learning (formal) • Garnering student voice To identify areas of best practice to be shared across the school, and areas for development through appropriate and targeted CPD.
Progress Leaders	To support the progress of students in their year group through: <ul style="list-style-type: none"> • Data analysis • The identification of positive trends, and areas requiring intervention • Working with CLs/DCLs to provide year-specific support • Involvement in learning walks/book looks relevant to their year group
Lead Practitioners	To promote and model high quality teaching across the school, devising and leading CPD Twilight sessions, T&L briefings and Action Research, and supporting in the monitoring, evaluation and review of the quality of teaching and learning through looking for learning lesson visits, feedback evaluations and learning drop ins.
Senior Leadership Team	To support the development of high quality teaching, and the progress of all students across the school, working with CLs and PLs through line management to identify areas of best practice, and areas for development through appropriate and targeted CPD. To monitor the quality of teaching, learning and assessment - in partnership with middle leadership - through lesson observations, learning walks, book looks and data analysis.

3.2 Lead Practitioners (LPs)

The LP team are responsible for promoting and modelling QFT across the school, devising and leading CPD Twilight sessions, T&L briefings and Action Research, and supporting in the monitoring, evaluation and review of the quality of teaching and learning through lesson observations, book looks and learning walks.

LPs may be commissioned by CLs to deliver bespoke CPD to CAs. They will take a leading role in the mentoring of ECTs, and also offer coaching or mentoring to any member of staff wishing to develop

their pedagogy. Any member of staff may also arrange a casual observation of a member of the LP team.

All LPs will either be accredited by, or working towards their accreditation from, the SSAT.

3.3 Student Learning Ambassadors and Student Voice

We relish the opportunity to get students in leadership opportunities and student voice plays an integral role in driving forward teaching and learning in the school. We have a group of ambitious student learning ambassadors who provide invaluable feedback on the ways in which students engage in learning. The purpose of the T&L Ambassadors is to observe learning and to provide student voice on the learning experience at Sarah Bonnell. Their feedback - and feedback from the wider student body - helps to shape the promotion of effective teaching and learning strategies through the CPD programme.

The T&L Ambassadors are drawn from the broader student Ambassador programme at KS3 and trained in learning observation alongside our NCL Trust partnership schools to ensure consistency across the three schools.

Participation by teachers in this process is entirely voluntary; T&L Ambassadors do not make a judgement on the quality of teaching, nor is feedback used in the Appraisal process. Teachers will however receive feedback focused on the quality of learning in the lesson. Each T&L Ambassador 'graduates' from this programme after three successful accompanied 'learning looks'.

T&L Ambassadors may also take part in other activities such as the interview process, Governor's meetings, and meeting with visitors to the school.

4. Monitoring, evaluation and review of the quality of teaching and learning

4.1 Looking for Learning

Looking for Learning at Sarah Bonnell School is a confidential process with an aim to support all classroom based staff to enhance their practice. As a part of the Looking for Learning process we have lesson visits and learning conversations. Accordingly, Looking for Learning Conversations will be carried out with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

Teaching staff at Sarah Bonnell will be formally observed twice per academic year focused on the Teacher Standards and the implementation of the SB Lesson. Lesson Visits are non-judgemental and coaching feedback is provided within 48 hours verbally and through the completion of a google form, unless circumstances make this impossible. These observations form part of the Appraisal process, and should be used as evidence in support of the Teaching & Learning objective.

The schedule of Looking for Learning is as follows:

Round 1 Autumn Term Lesson Visits	Round 2 Spring Term Learning Conversations	Round 3 Summer Term Lesson Visits
SLT/LP/CLs & MLs	Learning Conversations	SLT/LP/CLs & MLs

Feedback will be given in a coaching style, in discussion with the teacher observed, focused on the strengths of the lesson in relation to the Teaching Standards, student learning and progress, and actions steps again in relation to the Teaching Standards and the SB Lesson.

4.2 Learning Drop Ins

As part of their monitoring, evaluation and review, SLT links, CLs & LPs may conduct learning drop ins in order to gauge the climate of teaching and learning; the purpose of these is to encourage and facilitate the sharing of good practice. Learning Drop ins are focused on the SB Lesson and feedback is provided through a google form shared with the teacher.

During a learning drop in, students may be asked to show their exercise books, and to speak about their learning experience and progress.

4.3 Feedback Evaluation

SLT links, CLs & LPs will conduct half-termly feedback evaluations as part of the quality assurance of high quality teaching & learning. The order and specific focus is at the discretion of the AHT T&L and Progress Leader, but it is expected that each year group will be seen at least once over the course of the academic year. Any member of staff may be asked to provide books for this purpose, or students may be asked directly.

The person conducting the book look will provide feedback to the CA in the form of areas of strength and areas for development.

5. Access & Inclusion

Teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from teaching assistants or specialist staff. Quality-first, inclusive and adaptive teaching, is the first step in responding to students who have or may have SEND.

Teachers should be aware of the SEND needs within their classes, and use the strategies on the SEND register in order to plan and resource effectively for these students. Where appropriate, teachers should liaise with teaching assistants in advance of lessons, to ensure that the role of the teaching assistant is clearly defined and within their remit.

Teaching staff should also work closely with any teaching assistants to plan and assess the impact of support and interventions, linking them to classroom teaching. The Access and Inclusion team will

support the teaching staff in further assessment of student strengths and areas for development and advising on the effective implementation of support. (See the Inclusion Policy for further details.)

8. Continued Professional Learning

The professional learning of all staff at Sarah Bonnell is regarded as of key importance in school improvement. Teachers have a wide range of opportunities to broaden and develop their pedagogical practice, and we facilitate collaboration and the sharing of best practice across all curriculum areas.

Teachers are expected to respond to CPL, trial and adapt strategies introduced, and ensure that their practice reflects school policies including this policy, the Homework Policy, Effective Feedback Policy, and Assessment Policy.

8.1 Twilight programme

Twilights are disaggregated INSET days, and as such must be attended by all teaching staff. There are 10 Twilight sessions each academic year, scheduled for 15:15-16:45 on Wednesdays throughout the year.

These twilight sessions allow staff to engage with the latest educational research, learn new strategies, and share existing good practice. Twilights may consist of consultation, deliberate practice workshops, policy launch or collaborative development.

The Twilight programme is tailored each year according to the School Improvement Priorities, ensuring that all members of the learning community are engaged in the strategic development and improvement of the school.

8.2 Action Research

Each year, three Twilight sessions will be linked together to form an Action Research cycle; these will be led by the Teaching and Learning Team, SLT and Curriculum Leaders and will be subject specific linked to the Curriculum Area priorities. Action Research allows staff to conduct in-depth research within their subject area and to establish effective pedagogical content knowledge and strategies, which can then be shared and embedded into Schemes of Learning.

The first session of Action Research will introduce the area of focus, and provide staff with access to relevant research and strategies. The second and third sessions will focus on the sharing of WWWs, and identification of EBIs, as well as planning to share and embed positive changes to improve student progress. The findings of each Action Research group will be shared at the end of the academic year.

8.3 T&L morning briefing

Each week, a 10 minute staff briefing will be held before school for all Teaching Staff and TAs. This allows the sharing of teaching and learning strategies which can be easily adopted and adapted for use in lessons, or other learning activities.

The format of the briefing will be:

- Name it: Introduction of the idea, area or strategy
- See it: Pedagogical strategies/ Practical demonstration/opportunity for staff to trial the idea (or an aspect of the idea)

- Do it: Goal setting plenary

8.4 Coaching

Coaching will be led by a member of the Lead Practitioner team, and is available to any member of staff. Coaching will be bespoke, and may cover teaching and learning, leadership, workload, professional development etc.

- All staff new to the school will be offered coaching for the first half term, with opportunity to extend if desired.
- Any member of staff may make a self-referral to the coaching programme.
- Any member of staff returning to work (e.g. following maternity leave) will be offered coaching.

8.5 Curriculum Area Time

CA time is built into the CPD calendar. Any procedural or organisational meetings are held on a Monday. Curriculum Leaders are responsible for the strategic direction of CA time, but may of course delegate to other post-holders or members of their CA. Activities may include the moderation of work, joint planning, or subject-specific training.

8.6 SBPedagogy

The Senior Leader with responsibility for teaching and learning, and a member of the Lead Practitioner team, run the school's T&L blog - www.sbpedagogy.wordpress.com. All staff, teaching and support, are invited to contribute articles, which will be published every fortnight. The associated Twitter account is @sbpedagogy - tag #sbpedagogy.

Any member of staff posting photographs to Twitter, or any other online platform, is responsible for ascertaining that students visible in the photograph have photo release permission.

8.7 Externally provided CPL

Where appropriate or beneficial for their personal development, any member of staff may make a request to attend a CPL event run off-site by an alternate provider. Requests must be submitted through a Google Form on the Staff Portal, at least 14 days in advance, and will then be discussed and agreed or declined at SLT Business. It is good practice to inform your Line Manager, or SLT link, of any CPL requests in addition to submitting the request through Bluesky.

CPL courses must not be booked by the member of staff ; they will be booked for the member of staff following confirmation from SLT Business.

8.8 Appraisal

All staff at Sarah Bonnell School have a right to a supportive and developmental appraisal process designed to ensure that all teachers have the skills and support they need to carry out their role effectively.

Staff should use the appraisal process in order to outline any requests for CPL necessary to successfully achieve these objectives (as objectives are set at the beginning of the year, this can be in general e.g. 'lesson visit training' rather than requiring a pre-identified date/course.)

Staff should use evidence from their lesson visits, as well as the impact of any CPL they have attended, in order to demonstrate how they have successfully achieved their objectives.

(See the Appraisal Policy for further details.)

9. Staff induction

All new staff will go through a process of induction; sessions will be held at the beginning of every term. Induction will cover the Sarah Bonnell Way, Teaching and Learning Policy, Safeguarding, and other relevant school policies.

All new staff will be offered a six week period of coaching from an in-house coach.

(See the Induction Policy for further details.)

10. ECT development programme

The ECF Policy outlines the roles and responsibilities of those involved in the participation and provision of the induction and teacher training of ITT and Early Career Teachers at Sarah Bonnell School.

(See the ECF policy for further details.)

12. Collaboration across the NCL







We regularly collaborate with other schools in the NCL trust as part of Professional Learning Days in order to share effective practice across schools, sharing expertise and subject knowledge through networking days such as NCL Working groups and NCL Professional Learning Days.

13. Other routines linked to classroom practice and management

All teachers are expected to adhere to the following basic routines

- Teachers stand on the threshold to 'meet and greet' students as they enter the classroom.
- Students and teachers remain in the classroom throughout the lesson, unless there is an emergency, or the learning activity requires a change of location. Students are not permitted to leave lessons to get water or go to the toilet without permission.
- If a student needs to leave a lesson for any reason, the teacher will use the On Call system to seek support from a member of SLT or the pastoral team.
- If a student requires medical attention, the teacher may either send another responsible student to Student Services to call for First Aid or SLT On Call, or if appropriate send the unwell student to Student Services.

Appendix A: The SB Lesson

 <h1 style="text-align: center;">The SB Lesson</h1> <p style="text-align: center;">Essential routines for excellent student progress and engagement</p> 	
1. Aim High start to every lesson Review previous learning Clear expectations 	
1	Threshold: Be at the door deliberately upbeat and narrate the positive.
2	SB way reminders: Remind students about APs and opportunities for success in this lesson.
3	Sequence the learning: Provide a Do Now reviewing or connecting to prior knowledge, concepts, vocabulary, skills.
2. QFT: Present new material Small steps Modelling Questioning 	
1	Small steps: Introduce new material in a clear and concise way. Script it prior to the lesson delivery.
2	Chunk it: Stop and check for understanding in between each chunk.
3	Model the new concept: Use strategies like the 'I do, we do, you do' approach to ensure high success rates.
4	Inclusive Teaching: Ensure there is appropriate challenge and embedded support.
5	Check for understanding: Plan questions ahead and clarify errors and misconceptions.
3. QFT: Student Practice Main learning task Guided practice Effective Feedback 	
1	Success: Provide success criteria for the main task and ensure instructions for the main learning task / guided practice task are clear and concise.
2	Inclusive Teaching: Provide scaffolds with embedded challenge.
3	Effective Feedback: Avoid your desk, provide targeted support and challenge, and feedback to move students forward.
4	Monitor practice: Re-model / re-teach common errors or misconceptions and obtain a high success rate.
5	SB Way: Praise in public and remind students about Aim High/Work Hard values and APs.
4. Work Hard end to every lesson Review learning Clear expectations 	
1	Review learning: Re-share the LO / success criteria, celebrate successes with APs and share next steps.
2	Pack-up routine: Clear away resources ready for next lesson. Countdown to ensure speed.
3	SB way reminders: Narrate the positive, remind students of corridor expectations and dismiss students in an orderly way.

Appendix B: Homework At a Glance

Homework: The Sarah Bonnell Way

Homework is an integral part of learning at Sarah Bonnell School. It is a powerful tool for extending the range and depth of a student's knowledge and understanding, as well as encouraging independent learning and self-motivation. Research conducted by the Education Endowment Foundation demonstrates that the impact of homework is consistently positive leading to on average five months' additional progress.

There are many reasons for setting homework, including:

- Encourage and develop self-discipline and enable students to become independent learners
- Reinforce and broaden the school curriculum
- Enhance and consolidate learning
- Involve parents in the educational process so they can be involved in their child's learning.

There are three types of homework at Sarah Bonnell:

- **Preparation** for activities in the classroom e.g. background research on a topic. 'Flipped Learning.'
- **Practice** assignments to reinforce acquired skills e.g. practice maths problems following teaching of a method.
- **Project** assignments are longer-term extended tasks in which students apply previous learning or demonstrate further skills taught in the classroom.

How often will high quality homework be set?

Homework tasks are set by the subject teacher at a frequency appropriate to the learning, and in accordance to Schemes of Learning.

This may be once a week or once a fortnight according to the Curriculum Area.

The completion of homework is monitored by subject teachers and supported by Curriculum Leaders, Progress Leaders and Form Tutors. Students will be given a reasonable deadline for all homework set, and parents/person (s) with parental responsibility are asked to support their child and the school by ensuring adherence to these deadlines.

Students should:

BE PROUD: Always complete homework to the best of their ability, and by the due date.
AIM HIGH: Expect homework to be challenging.
WORK HARD: Record homework in planners accurately
BE KIND: Keep parents/carers informed about the homework set, involving them whenever possible but not allowing them to do the work
NO EXCUSES: Know that their teachers will set a sanction if they do not complete their homework.

Teachers will:

BE PROUD: Ensure that homework is purposeful
AIM HIGH: Homework extends learning
WORK HARD: Feedback is timely and specific
BE KIND: Adapt homework appropriately.
NO EXCUSES: Ensure students record homework and due dates, and follow non-completion using the SB Way.
 Liaise with parents/person(s) with parental responsibility when appropriate.

Parents/ Person (s) with Parental Responsibility will:

- Show regular interest in their child's work by checking and signing the planner as often as possible (at least once a week) and talking to their child about the work set and its relationship to what is being studied in class.
- Ensure there is a suitable place for completing homework at home
- Encourage their child to use homework clubs and the Learning Hub at school where the above may not be possible.
- Help their child plan time effectively so that all homework is completed and handed in by the given date.
- Work with their child by encouraging research, opportunities for learning and access to relevant and appropriate websites
- Let their child's form tutor know of any concerns about the homework being set through a note in their planner.



Teaching and Learning Policy

December 2023

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