



**T S I S**

Thai Sikh International School

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# Teaching and Learning Policy

January 2018

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## **1.0 Introduction: School Philosophy and Mission**

### **Mission**

The mission of the Thai Sikh International School is to provide a safe and caring environment which fosters academic success, celebrates diversity, promotes universal values and prepares students to be confident leaders in a global society.

### **Core Values**

- Thai Sikh International School will motivate, encourage and prepare students to:
- achieve academic success by promoting independent learning, innovation, critical thinking and research.
- develop social skills, empathy, integrity and leadership qualities.
- engage in an intercultural, multi-lingual global community.
- embrace service in an inclusive interconnected world.
- adopt a healthy and active life style.

## **2 .0 CURRICULUM STATEMENT**

The school aims to provide a broad, balanced, personalised and challenging educational experience, which will build on students' experiences in the primary phase of their education.

In line with the school's equalities policy the school seeks to develop, through its curriculum content and delivery, students' understanding of the diverse nature of both the school and the wider local community, and of the national and international contexts in which they live their lives.

The curriculum aims to provide all students, regardless of gender, special educational needs or disabilities, socio-economic background, race or religion, with the knowledge, understanding, skills and attitudes which are necessary if they are to become:

- successful learners who enjoy learning, make progress and achieve the best they are capable of;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

We recognise that the curriculum is far more than a series of planned learning activities, a set of subjects, a syllabus or a course. In addition to the organisation and content of the formal curriculum provision, it involves the culture and learning environment of the school, the academic and personal support and guidance students receive during their time at school, the extra-curricular opportunities available to students, and the opportunity to work with a wide range of adults, and other students, both within and outside of school. The curriculum should be viewed as the totality of all the learning experiences (mainly planned, but sometimes unplanned) a student encounters during his/her time at school.

However, since many aspects of such a comprehensive view of the curriculum are developed in detail in separate school policies and statements, the present policy will confine itself to covering:

- curriculum entitlement and choice;
- teaching and learning strategies;
- assessment;
- homework;
- reporting to parents.

The school Philosophy, Mission and Objectives are operationalized through three components of the curriculum which includes:

- a) Academic Curriculum
- b) Extra-Curricular Activities (ECA)

### **3.0 CURRICULUM ENTITLEMENT AND CHOICE**

The curriculum at TSIS offers a broad, balanced, personalised and challenging educational experience, which builds on students' experiences in the primary phase of their education. It aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become successful learners who enjoy learning, make progress and achieve the best they are capable of.

The curriculum model at TSIS is a dynamic model, reviewed annually to take into account educational developments at national, local and school levels. The school is committed to maintaining its consistently high levels of achievement in the core subjects of English, mathematics and science; at the same time we continue to place a high value on the humanities and creative subjects, and provide a wide range of opportunities for students to pursue their interests in these areas at IGCSE level.

**At Key Stage 3**, the curriculum complies with our statutory obligations to provide courses in the following subjects:

- English,
- Mathematics,
- Science,
- Global Perspectives
- ICT
- Art
- Music
- PE
- Punjabi/Hindi
- Thai
- World Religions

Although still part of a three-year Key Stage 3, the year 9 schemes of work are designed to introduce students to areas of study, learning styles, and assessment procedures that they will encounter in Key Stage 4. Some subjects, including science, art and ICT, begin elements of their IGCSE courses in year

9. Students are taught in ability sets for English, mathematics and science, while others are part-set or are taught in mixed ability classes.

As a school with a fully comprehensive intake, TSIS is committed at **Key Stage 4** to providing an appropriately differentiated and yet challenging curriculum for all of its students. Students are offered a broad range of subjects, mostly at IGCSE level, across three pathways designed to cater for their differing abilities.

Sufficient flexibility is built in to the model, however, to ensure that we meet the individual needs, strengths and aspirations of each learner as they make their choices. Every student follows an examination course in English Language and Mathematics, together with six other subjects from their designated pathway. Students can therefore achieve 8 IGCSE qualifications by the end of year 11. At KS4, students are taught in mixed ability sets for all subjects.

### **Key Stage 3 Curriculum**

We provide a balanced experience for our students in Key Stage 3, one which aims to develop the social, emotional, creative, physical and academic aspects of their learning. As well as the rich and wide-ranging curriculum content which our students learn, they also focus on important skills, competencies, attitudes, dispositions, and values required for successful life-long learning and positive global citizenship.

The academic programme has its roots in the National Curriculum for England but has been further developed and constructed to celebrate the international context in which the school resides. There are many opportunities to study international themes and cultures across the wide range of subjects students take. The programme is underpinned by a pastoral programme (TSDP) which seeks to develop the individual skills necessary for students to make the right decisions, take responsibility for their actions and have a broad understanding and appreciation of the cultures that live together in our international community.

Students enter the Secondary School from the age of 11 and in Years 7, 8 and 9 - collectively referred to as Key Stage 3 - follow a course of study which provides a broad and balanced range of learning experiences. The content of the National Curriculum is modified to take account of our position in South East Asia, but the basic skills and concepts remain the same.

In Term 2 of Year 9, students start to make decisions concerning the courses they will pursue during Key Stage 4. In order to help students make informed decisions, the school will hold an Options Morning where parents and students will be informed of the courses available for study at IGCSE. In the pastoral programme, students meet with careers advisors and receive guidance on those areas of the curriculum which are only offered from Year 10 and beyond.

As well as allowing young people to develop their social, literacy and analytical skills, the Key Stage 3 curriculum provides the challenge to help our students to be able to perform in today's modern technological world.

**Allocation of periods (Key Stage 3)**

Math (Core)	English (Core)	PE (Core)	ICT	Science	Global perspectives	Art	Panjabi/Hindi/	Thai	Music	Total
5	5	2	2	5	5	2	3	4	2	35

**Key Stage 4 Curriculum**

The academic programme offered in Years 10 and 11 (Key Stage 4) builds on the skills developed in Key Stage 3. Students must study English, Mathematics, ICT and a Foreign Language (FL). In addition they opt for other subjects, (either Physics , Chemistry, Biology, Business Studies, Economics, Accounting, Religious Studies).

The curriculum in Years 10 and 11 encourages students to:

- Develop oral and practical skills
- Apply knowledge and understanding to new as well as unfamiliar situations
- Working and communicating in English
- Influence outcomes
- Cultural awareness.
- Develop an investigative approach
- Use initiative to solve problems
- Apply skills, knowledge and understanding
- Undertake individual projects and learn to work as part of a team
- Become more effective as independent learners

IGCSE examinations are designed to be accessible to the whole ability range. The subjects available to students in Key Stage 4 have been selected with the intention of providing a broad and balanced curriculum, which provides an excellent foundation for the Senior Studies Programme.

**Pathways**

Core	Elective 1	Elective 2
Math	Business	Physics
English	Economics	Biology
	Accounting	Chemistry

	Global Perspectives/ Psychology	Global Perspectives/ Psychology
	World Religions/ICT	World Religions/ICT
	Panjabi/Hindi/ /Art	Panjabi/Hindi/Art
	Thai	Thai

### KS5: A- Level

The A Level syllabuses prepare learners for university study, which is why universities worldwide value and recognise Cambridge International AS and A Level qualifications. Cambridge International AS and A Level develops learners' knowledge, understanding and skills in:

- In-depth subject content
- Independent thinking
- Applying knowledge and understanding to new as well as familiar situations
- Handling and evaluating different types of information source
- Thinking logically and presenting ordered and coherent arguments
- Making judgements, recommendations and decisions
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly
- Working and communicating in English.
- Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.
- At this stage school offers subjects: Math, English, ICT, Physics, Chemistry, Biology, Business Studies, and Economics & Accounting.

### Allocation of periods (Key Stage 5)

Math	PE (Core)	ICT	Business or Physics	Accounting or Chemistry	Global Perspectives (Core)	Business English (core)	Biology or Economics
6	2	5	6	6	5	4	6

### External Examination Board

Examination Board	Subjects Offered	Level
<b>CIE</b>	Business Studies , Economics, Accounts, Biology, Physics, Chemistry, ICT, Math, English, Thai, Religious Studies, Panjabi & Hindi	IGCSE
<b>AQA</b>	World Religion & Panjabi	IGCSE
<b>CIE</b>	Business Studies , Economics, Accounts, Biology, Physics, Chemistry, ICT, Math, English	A Level
<b>EDEXCEL</b>	Mathematics	A Level

### Monitoring, evaluation and review

The school's curriculum provision is monitored and evaluated through the Senior Leadership Team (SLT), and the Governing Body, and the model is reviewed as appropriate.

## 5.0 TEACHING AND LEARNING

### a.) Lesson Planning

Good planning underpins good practice. It helps to ensure that teaching is focused on what students need to learn to make progress.

#### Long and medium-term planning

Each department has in place a long term plan in the form of an overall map of what is to be taught; this is drawn from the National Curriculum for KS3 and from individual subject specifications for KS4. In addition, departments have drawn up more detailed medium-term plans in the form of schemes of work, and these provide the structure within which planning for individual lessons or groups of lessons, can take place. These also include any contribution individual subjects are required to make to cross-curricular themes.



### **Short-term Planning**

The school's teaching and learning policy allows for variations in the way short-term planning is approached, from subject to subject.

Where it is considered appropriate, in departments where subject *content* is specified in the programmes of study or examination specifications, departments might follow common lesson plans, which have been drawn up collaboratively, and which share learning and skills objectives, key questions, lesson structure and resources (for example science, ICT).

In other departments, where subject content is less directed, individual members of staff may follow their own pathways through the medium-term plan, devising their own lesson-to-lesson plans (for example English, art).

Unless being formally observed, staff are not expected to complete a full lesson plan proforma for each lesson they teach. The minimum expectation is that staff will note the learning and skills objectives, and one or two other key elements of the lesson, including the literacy element, in their planners, and will be able to show in their **lesson delivery** that they have had in mind the following considerations when planning:

#### **Key elements of good lesson planning**

- based on prior attainment and knowledge of students;
- learning objectives, skills objectives, and success criteria expressed in language which is accessible to students;
- excellent Behaviour for Learning (B4L) strategies employed;
- links to the school's guiding statements;
- a clear structure for the lesson, including a starter activity and plenary;
- key questions;
- specific activities to be undertaken, encompassing a range of different learning styles;
- regard to the specific needs of individuals or groups;
- effective use of assistants and technical support staff;
- key vocabulary;
- use of resources;
- homework to be set.

**A full written plan will be required when a formal lesson observation is taking place.**

\*nb lesson planning is of vital importance, but it is also important to note that it should not be regarded as a straightjacket – there will inevitably be times when modifications will need to be made to meet the evolving dynamics of a lesson.

#### **b.) Classroom Organisation and Management**

The most successful teaching and learning takes place in a classroom environment that is settled and purposeful, where expectations are clear, and where strategies are employed which enable anti-social behaviour to be dealt with as quickly and as effectively as possible.

It is important that there is consistency of approach in these matters, so that positive student behaviour and attitudes to learning are developed and constantly reinforced across the whole curriculum.

**Standard procedures to adopt for the smooth running of lessons are as follows:**

- prepare the room as far as is possible in advance, including resources and equipment to be used;
- aim to be in the classroom before students arrive, to determine the entry procedure into the room, and a prompt and brisk start to the lesson;
- welcome students positively - be in control of what goes on in the room from the start;
- take charge of seating arrangements – do not let students dictate where they sit. The seating plan should entail a boy/girl arrangement as far as is practicable;
- explain to students your classroom rules and routines, and the rationale behind them – make clear the consequences for disregarding them (using the schools Behaviour for Learning Policy);
- take the register at an appropriate point in the lesson, with minimum interruption to learning - do not let it delay the start or disrupt the flow of the lesson;
- do not let latecomers disrupt the unfolding of the lesson - deal with them at an appropriate time during or at the end of the lesson;
- be clear about when quiet focused individual work is required, and when students can collaborate, so that you are not trying to teach, and students are not trying to learn, against a background of distracting noise;
- follow the school’s Behaviour for Learning Policy to deal with students whose behaviour is disrupting teaching and learning;
- emphasise and praise the positive events that occur in the classroom, praising good behaviour as well as good work;
- make sure students are engaged throughout the lesson – no ‘dead time’, particularly at the start and finish of lessons;
- ensure a positive and orderly end to the lesson by managing plenary time and the giving of homework efficiently, and by taking control of how students exit from the classroom.

**c) Lesson Delivery**

**Careful lesson planning and effective classroom management techniques work together to provide the foundations on which successful teaching and learning can be built.**

The school policy recognises the following as contributing characteristics of a successful lesson:

- the lesson is set clearly in the context of the ‘bigger picture’, so that students understand the link between the individual lesson and the unit of work of which it is a part. They therefore understand **why** they are being asked to do what it is they are doing;
- students are clear from the start about what they are going to **learn** (not just what they are going to **do**), and **how** they are going to learn it, as well as how it will fit in with what they know already;
- knowing ‘**what, how and why**’, students are active participants in the learning process, rather than passive recipients of the teaching;
- a **starter activity** engages the students’ interest right at the start of the lesson. The activity is brief, fast paced and inclusive, and most effective when it is linked directly to the main focus of the lesson;
- the **learning objectives** for the lesson, and a subject-specific skills objective at KS4, are expressed in language that the students can understand, and the **success criteria** are made

clear, or developed in conjunction with the students, so that students can assess their own progress at appropriate points in the lesson, and by the end of the lesson can articulate clearly what they feel they have learned;

- in setting the **learning objectives**, opportunities should be given for students to experience rising levels of challenge, from remembering, through understanding, applying and analysing, to evaluating and creating;
- **learning objectives** are written up and remain visible throughout the lesson, to be referred to at key moments of recapitulation and review;
- when appropriate, teachers actively teach the whole class, or groups, differentiating activities appropriately according to student abilities, and make effective use of the **Teaching/Lab Assistant** as a support for individual or small group learning;
- opportunities are provided for independent learning;
- the lesson is well structured, using a variety of **teaching techniques**, and is broken down into a series of activities which provide opportunities for students to experience a range of **learning styles**;
- effective, interactive use is made of the IWB, to engage and involve students in their learning;
- **pace** and momentum are maintained throughout the lesson;
- **expectations** are high for all levels of ability; all students are expected to be **engaged**, and a range of interactive techniques is used to ensure full participation;
- **mini-plenaries** are used at appropriate points in the lesson to measure progress, and a plenary at the end of the lesson to engage students actively in explaining or demonstrating what they have learned, and to help them reflect on how they have learned it; links are made with work previously done, and work to be done in the future.

### Monitoring, Evaluation and Review

Academic and Pastoral Deputy Headteachers will be responsible for ensuring that the procedures outlined above are followed, and for evaluating the effectiveness of their department's practice. An SLT review of each department's practice will take place annually. The Governing Body will review the Teaching and Learning Policy every second year at its November meeting.

## 6.0 ASSESSMENT

A rigorous and consistent system of assessment across the curriculum will:

- help students understand how they can learn and make progress most effectively;
- inform teachers' evaluation of their schemes of work and next-steps planning for learning and teaching;
- provide a clear picture of student attainment and achievement.

The school's approach to assessment therefore will cover the following three linked aspects:

a.) **Day-to-day assessment:** Assessment for Learning – an integral part of learning and teaching, focusing on the interactions between learners, and between learners and their teachers, and used to shape *immediate* next steps. AfL will:

- acknowledge and reinforce learning;
- identify when learning has not taken place;
- allow the planning of the next stage of work;

- provide opportunities for students to discuss and evaluate their own and others' learning, and set their own targets.

b.) **Periodic review** which provides a regular, *more comprehensive* profile of students' achievement in a subject, and which is used to inform planning for progression, to set student targets for improvement, and to help track student, class and cohort progress as the year unfolds.

This will:

- be based on core assignments detailed in KS3 and KS4 schemes of work;
- be assessed using assignment-specific IGCSE criteria, drawn from subject specification assessment objectives.

c.) **Summative assessment** – which provides a *formal* recognition of students' achievements: for example the KS3 final teacher assessment **level, the grade** achieved for a KS4 controlled assessment or the final grade achieved in an external examination.

This will:

- provide evidence for what students have attained at the end of a period of time, or at the end of a particular unit of work;
- enable departments and the school to measure the progress students are making against prior attainment;
- form the basis of a formal report to parents;
- provide information for others with legitimate interests e.g. School Board, Ministry of Education.

All three types of assessment will enable the effectiveness of the learning and teaching process to be judged, so that less effective practice can be recognized and improved, and good practice reinforced and shared.

## General Principles

The school's policy on assessment is based on the following basic principles, which will be common to all departments:

- the process should always be sensitive and constructive, as any assessment has an emotional impact;
- assessment should form an integral part of the teaching and learning process;
- opportunities for assessment should be built into schemes of work;
- assessment should be appropriate to the task and to the particular students involved;
- assessment should be based on a wide range of activities and outcomes, drawn from the day-to-day, periodic and summative aspects of the process;
- assessments should include positive feedback, indications of what could be improved, and a target for the future;
- success criteria should be clear, and shared with the students; opportunities should be available for students to draw up their own success criteria;
- staff should use assessment information to evaluate their teaching programmes;
- assessment should be consistent within and across departments, and each department should develop assessment procedures which reflect the principles of the whole-school policy;

- the system should provide a clear picture of student progress which can be easily understood by students, parents, governors, and outside agencies.

### **Assessment for Learning**

**Assessment for learning (AfL), sometimes referred to as formative assessment, lies at the heart of good teaching and learning, and has been defined as follows:**

**“all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Wiliam 2003);**

**“ the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how to get there” (Assessment Reform Group 2002).**

To ensure maximum effect from AfL it is important to establish a good climate for learning within each classroom and throughout the school. Classrooms should represent an appropriate learning environment, through the use of display materials, the accessibility of resources, arrangement of furniture and so on. The atmosphere should be relaxed, but focused and purposeful. There needs to be mutual respect between teacher and students, with students feeling confident and secure enough to participate in the assessment process.

#### **Good AfL practice can be grouped under the following headings:**

- sharing learning objectives, learning outcomes and success criteria with students;
- providing students with opportunities for devising their own success criteria;
- effective questioning;
- written feedback (comment marking);
- peer and self-assessment;
- modelling;
- using summative assessment formatively, to set, and help students set, curricular targets.

To ensure that effective learning is taking place, the school’s expectation is that these will be built into schemes of work and lesson plans, and evident in the learning and teaching taking place in the classroom.

## **7.0 Marking and Grading**

Based on the evidence of its work in AfL in recent years, the school recognizes that assessment is *most effective* when it takes the form of an on-going dialogue between teacher and student while the work is in progress - the written possibilities additional to oral exchanges in the classroom, offered by electronic dialogue eg e-mail, and the interactivity offered by such systems as My Maths, have developed very effectively as forms of comment marking to support student learning. This form of ‘marking’, by its very nature, tends to be more ephemeral, and difficult to gather together as evidence of good practice, to sit alongside the end-of-assignment marking which has always been standard practice.

Additionally, much work is now submitted for final assessment in various electronic forms, both written and oral, rather than in ‘hard copy’. In the light of all these developments, the school recognizes that it will not always be possible to judge the effectiveness of a department’s marking practices merely by an inspection of exercise books or files.

Additionally, depending on the nature of each individual subject and the requirements of their examination boards, there will be variation between departments in the way that they each organize the marking and grading of work.

Nevertheless, there are certain characteristics that should be a clear feature of all formal assessment:

- formal assessments should take place sufficiently frequently to enable a firm judgement to be made about the student's level of attainment and progress made;
- all departments should have a common core of assignments which are to be formally graded or levelled. Details of these for KS3 are available to parents of years 7 to 9 students in the KS3 curriculum booklets, and should be available on a proforma at the front of each student's exercise book, workbook, or (electronic) folder; details of KS4 core assignments are outlined in the Year 10 and 11 calendars, and should also be made available to students at the start of the course;
- grading needs to be a realistic assessment of student capabilities – the full range (including + and -) needs to be used, so that assessment is accurate. This applies equally to internal testing or examinations;
- formal assessment pieces should be graded with comments, and returned to students promptly: KS3 and IGCSE homeworks should be marked and returned within a period of two weeks; KS3 core assessments, and IGCSE controlled assessments if marked internally, should be moderated, and the grades (making it clear in the case of the latter that they are as yet unvalidated) shared with students, within a period of two to three weeks;
- students should keep an up-to-date record of their grades on the proforma kept in their exercise books, workbooks or (electronic) folders;
- there needs to be consistency of assessment across each department, with a common understanding of the quality of work expected for a particular grade (electronic folder of exemplars recommended, and made available to students);
- regular standardization and work scrutinies should take place;
- students need to understand what criteria each individual piece of work will be assessed by (often there may be a very limited focus for assessment); these should be expressed in language students can understand;
- comments given while work is on-going, or accompanying a grade, should include a positive comment acknowledging strengths and successes, point out areas for improvement, and set a specific target for the future, relating to the learning outcomes;
- staff should ensure that handwritten comments are legible;
- students should be given time to reflect on and respond to comments and targets during lessons;
- not all written work needs to have an attainment grade on it when given back to students - it should be made clear to students which pieces are to be formally assessed and which not;
- classwork not intended to be formally assessed, at both key stages, should be checked and acknowledged as satisfactorily completed or not every three weeks; this is also an opportunity to check presentation, care of exercise books etc;
- all subjects should contribute to the development of literacy skills including, but not merely, the spelling of subject-specific vocabulary where necessary;
- in addition to the above procedures relating to summative assessment, all subject areas should incorporate peer- and self- assessment and self-evaluation procedures within their overall system of assessment.

## **Recording**

The system for recording summative assessment data needs to be maintained consistently across departments; individual student records need to be accurate, complete and kept up-to-date. It is important that the system is manageable and easily accessible to all staff. It should also provide for students keeping a record of their own indicator grades and grades achieved.

## **Procedures**

The Assessment Coordinator will monitor up-to-date records of each student's assessment data, their indicator grades:

- the main electronic record-keeping system used by departments should be the Engage MIS and the results of all formal assessments should be recorded on the appropriate marksheets at agreed times;
- the school's data manager will assist departments in the setting up and maintenance of their marksheets, and at key points in the assessment cycle, will provide Academic and Pastoral Coordinators with progress spreadsheets and grids to facilitate analysis of the data produced.

**Monitoring Evaluation and Review:** Academic and Pastoral Deputy Headteachers will be responsible for ensuring that the procedures outlined above are followed, and for evaluating the effectiveness of their department's practice. The Governing Body will review the Assessment Policy every second school year at its November meeting.

## **8.0 HOMEWORK**

Homework is a valuable and essential part of school work, which contributes to raising achievement by providing a variety of worthwhile learning experiences additional to those provided in the class room.

### **Homework:**

- provides opportunities for students to work independently and to take responsibility for organizing their work;
- helps students recognise the link between good study habits and higher standards of achievement;
- checks that students have understood classwork;
- consolidates or extends work covered in class;
- prepares for future lessons;
- extends curriculum time to enable Key Stage 3 and IGCSE syllabuses to be covered;
- Strengthens liaison between home and school.

### **Principles:**

- a range of homework tasks should be set as appropriate to individual subject areas, including written and reading tasks, learning, researching, conducting simple experiments or making models, sketching and designing, and carrying out surveys and interviews; these should be included in departmental Schemes of Work;
- homework practice should be consistent across the department;

- the principles of differentiation which operate in the classroom should also apply to homework tasks, so that both the less able and the more able are given opportunities to achieve at the highest levels they are capable of;
- it should be borne in mind that set 4 students may find it very difficult to work independently at home on many tasks, particularly written ones;
- the same high standards of work – content and presentation – should be expected from homework as from classwork;
- written homework, where appropriate, should be marked and graded according to the school's assessment policy.

### **Timing and Quantity:**

**Key Stage 3** students should expect to be set homework every week in the following subjects: **English, mathematics, science** and fortnightly in geography and history. Homework will be set when appropriate in other subjects. Students should therefore expect to have homework to do in one or two subjects most evenings.

There is no formal homework timetable with specific evenings allocated to specific subjects, since students in any one tutor group belong to a number of different teaching groups being taught a particular subject at different times of the week. Students therefore need to be helped to see the importance of planning their time sensibly, so that work does not accumulate, and deadlines are not missed. Adequate time should always be allowed for completion of homework. Requiring homework to be done for the next day should be avoided as far as possible, as students may have family or extra-curricular commitments on certain nights. The amount of time spent on homework will vary considerably between individual students, and will be influenced by differing levels of ability and commitment. It is therefore not possible to give students more than an approximate expected duration for a homework task. Students in Years 7 and 8 should expect to spend around 30 minutes per homework on each of the core subjects – English, maths and science – and up to 30 minutes on each of the rest. In Year 9, students should expect to spend a maximum of one hour per week on the core subjects, and 30 minutes on each of the rest.

### **Key Stage 4**

Homework in KS4 is often likely to extend over several weeks and students should be expected to take an increasing level of responsibility for planning how and when they will tackle such work. Subject teachers should ensure that such work is monitored weekly, to ensure that progress is being made and that final deadlines will be met. Should students fall behind, the sanctions outlined below should be implemented without delay.

### **Procedures/Monitoring**

- Student planners should be used for recording the homework tasks set. Subject teachers should ensure that the task is explained clearly (and written on the IWB), with the date for handing in, and that adequate time is allowed to note the details down. Work can be set at any time during the lesson, at an appropriate moment;



- the planners of those who require help with this should be checked, or the teacher or Teaching Assistant should write in the planner for the student;
- Concerns about the standard of homework, or non-completion can be transmitted to parents through the planner, or by telephone or e-mail.
- tutors should check planners weekly, to ensure that homework is being noted down, and done, and that students are getting their parents to sign the planner;
- a record of the homework set should be kept by the teacher on the dedicated homework spreadsheet kept in departmental folders - these provide evidence of departmental practice, for example should parents query our homework policy or require details of what homework has been set over a certain period of time.

### **Sanctions**

- Students can also be given a break-time, lunchtime school departmental detention. If the problem persists, parents may be invited to school to discuss the situation;
- All departments should make use of the full range of sanctions, applying them in the way that best suits their individual departmental circumstances (availability of rooms at lunchtime, size of department, frequency with which students are taught, types of homework set). There is currently, therefore, no whole-school policy on homework sanctions.

### **Monitoring, Evaluation and Review of Policy**

The Academic and Pastoral Deputy Headteachers will be responsible for ensuring that agreed departmental procedures for setting homework and implementing sanctions are followed. The Governing Body will review all curriculum policy documents every second school year at its November meeting.

## **9.0 REPORTING**

Parents will be informed of their child's progress and attainment at regular intervals throughout the year.

Reports will be issued in paper format three times a year for students in Year 7 to 13. Reports will include over all grades and individual teacher comments per subject with clear strengths and targets for improvement identified.

### **STUDENT AND PARENTAL INVOLVEMENT**

Students will have the opportunity to discuss their reports with tutors, and to set their own targets based on their teachers' advice. Parents will also be invited to comment on their child's report, and this will be retained with a copy of the report in the student's file.

The annual Parents' Evening for each of Years 7 to 9 will take place shortly after the issue of the second summary report in case. Year 10 Parents' Evening, of which there are two, will take place in January and May, and Year 11 Parents' Evening in November and January.

Teaching staff, senior staff, and the Director of Student Progress for the year group will be available for discussion and consultation, as well as representatives from post-16 providers.

Parents of students in Years 7 to 10 will also be invited to accompany their child to a meeting with tutors at the annual 'Target Setting and Mentoring' day in February (parents of students in year 11 will not be expected to attend with their child).

### **Monitoring, Evaluation and Review**

Over-all responsibility for the format of reports, and the accuracy of the data reported, lies with the Academic Deputy Headteacher; quality assurance, and communication with parents following the issue of reports, is the over-all responsibility of the Headmaster. Reporting provision, quality and outcomes are monitored, and their effectiveness evaluated, taking into account student and parental feedback. The Governing Body will review the policy every second school year at its November meeting.

### **REPORTING/EXAMINATIONS/PARENTS' EVENING CYCLE**

<b>Month</b>	<b>Summary Report</b>	<b>Full Report</b>	<b>Internal Examinations</b>	<b>Parents Evening</b>	<b>Information Evening</b>	<b>TSM Day</b>
<b>Sept.</b>					<b>10 11</b>	
<b>Nov.</b>				<b>11</b>		
<b>Dec.</b>	<b>7 - 10</b>		<b>11</b>			
<b>Jan</b>	<b>11</b>			<b>10 11</b>		<b>7 - 11</b>
<b>Feb.</b>	<b>9</b>			<b>9</b>	<b>9</b>	
<b>Mar.</b>	<b>7 8 11</b>			<b>7</b>		
<b>April</b>				<b>8</b>		
<b>May</b>		<b>10</b>	<b>10 9</b>	<b>10</b>		
<b>June</b>	<b>7 - 10</b>					

## **10.0 APPENDIX A: Curriculum Development Meeting**

The information below provides the guidance necessary to ensure rapid and sustained progress in regard to the development of the curriculum in each subject area over the course of each term. Please ensure each 'Curriculum Development Meeting' is minuted and uploaded on to Google Drive for review by the SLT Line Manager

Term 1:

- All Schemes of Work to be completed
- Curriculum Summaries to be completed
- Unit plans are updated and completed

Term 2

- Subject Development plan is created (By HOD) and finalised for review with SLT line manager
- Assessment protocols to be imbedded in to Schemes of work (Class Assessment for Learning, Internal and external assessment)
- Identification of CPD needs of staff
- Schemes of Work to be mapped against the appropriate Syllabi

Term 3

- Review of development plan and update of progress to SLT Line Manager
- Review of Schemes of work, unit plans and curriculum summaries
- Writing new development Plan for the next academic year
- Prepare for examination and revision for appropriate classes

Areas to consider in key discussions:

- KS3 and 4 content and transition
- Exam Syllabi and examinations (mapping content against criteria)
- Moderation requirements
- Methods of assessment to include: internal, external and Assessment for Learning (AfL)
- 

Common Agenda Items:

1. Update on progress of SOW, summaries and unit plans
2. Deadline for further completion
3. Curriculum issues (including resources and technology)
4. Teachers training and development needs
5. AOB

## **11.0 APPENDIX B: Effective Use of Common Planning Time (CPT)**

CPT will now appear on your timetable to enable to you plan and mark effectively and make preparations for high quality teaching and learning. This time will be protected. Please use the guidance below to ensure you use your time methodically and efficiently

Using your time efficiently

1. Aim to conduct your planning and marking away from distractions or students. It is advised that using the staff room as a more productive space rather than your own classroom.
2. Avoid being dragged away from your work to conduct other tasks. In an emergency this may not always be possible
3. When planning, consider the classroom environment (this include reviewing any seating arrangements)
4. Plan for differentiation to accommodate the needs of all of the students.
5. Review and mark students' books, this will inform your planning and delivery.
6. Where possible aim for collaborative planning with your colleagues. If you co-teach a class this is a vital aspect.
7. Share your planning with your Head of Department if you are in any doubt. They will be able to guide you in your planning and marking
8. You must use CPT to develop and organise high quality teacher-made resources for your subject.
9. Ensure you read the appropriate section of the National Curriculum related to your subject so you are aware of any changes that have occurred
10. Routinely check your exam board website for updates and useful information
11. Ensure you engage in PD activities individually and collaboratively
12. Use this time to liaise with a colleague and engage in Peer Observation to help enhance your learning.
13. Sign up to TES resources (using your email account) to enable you to access free resources for every subject created by teachers for teachers. This will support your planning.  
([www.tes.co.uk](http://www.tes.co.uk))

## 12.0 APPENDIX C: Lesson Planning Meeting Outline

Below outlines the key principles of successful collaborative lesson planning. Please use the common agenda advised and ensure all meetings are minuted and uploaded on to Google Drive for review by Department SLT Line Manager.

Key Principles for discussion in meetings:

- Discussions on students prior attainment and knowledge of students
- Creating learning objectives, skills objectives, and success criteria expressed in language which is accessible to students;
- To ensure all lessons follow a clear structure, including a starter activity, main activity and plenary;
- Discussion on different teaching styles
- Classroom management techniques including seating arrangements and classroom set up
- Pay special attention to the specific needs of individuals or groups of students
- Ensure language for learning is discussed, this includes key vocabulary in all subjects
- Planning to ensure a vast range of teaching and learning styles and effective use of a number of different teaching resources
- Ensure consistency with homework setting.

Common Agenda Items to be discussed:

1. Lesson planning format and structure (Key Principles)
2. Key planning issues (including issues with resources)
3. Sharing good practice (sharing of effective teaching methods to department members)
4. Deadline setting for planning (Schemes of work and creating resources for learning)

**PLEASE REMEMBER TO MINUTE EACH MEETING AND UPLOAD ON TO GOOGLE DRIVE. PLEASE USE MEETING MINUTE PROFORMA TO ENSURE CONSISTENCY**

### 13.0 Appendix D: TSIS Guidance for Homeroom Teachers

Below are some of the key tasks that you will be expected to perform as a Homeroom teacher. This is not meant to be an exhaustive list, but it gives you an outline of the nature of your responsibilities. They have been categorised in to ‘Daily Tasks’ and ‘Half Termly Tasks’. There is naturally some cross over between the two depending on the time of year. Remember in your role as a Homeroom teacher **ENGAGE, BE POSITIVE** and remember in this role you are **not a teacher** but someone who provides a support mechanism a child can access. When you are delivering **TSDP** your role is to **be a teacher** and to facilitate the students understanding. Please remember to differentiate between the two roles and ensure students understand this.

Daily Tasks	Half termly
<ul style="list-style-type: none"> <li>- Register your class in the morning (MIS)</li> <li>- Deliver TSDP programme</li> <li>- Read out notices to students</li> <li>- Remind students about key dates and information</li> <li>- Deal with low level behaviour – Support a positive resolution and feedback to teachers</li> <li>- Contact parents to inform them of any concerns that you have</li> <li>- Place students on individual Behaviour/Punctuality/Attendance reports if you notice a regression in their performance and monitor daily</li> <li>- Be a member of staff that engages with their homeroom class daily and promotes a positive ethos. Class discussions and activities are a useful tool to promote class collaboration and should be done routinely</li> <li>- Report concerns which are out of your control to the Academic/Pastoral Coordinator</li> <li>- Please monitor any attendance issues</li> <li>- Allow students to discuss any problems that they are having at home or in school and endeavor to find a resolution</li> <li>- Support students booking in time for counselling sessions should they require it.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain Contact with home when dealing with issues or indeed to report any excellent work a child is doing</li> <li>- Complete TSDP and Homeroom comments on individual reports (MIS)</li> <li>- Monitor the academic reports of your class when issued</li> <li>- Place students on Behaviour/Punctuality/Academic report if you have growing concerns about their performance/behaviour</li> <li>- Review your students attendance and report any changes in patterns of attendance that concern you</li> </ul>

