

SIR ROBERT PATTINSON ACADEMY

Quality of Education Policy

- **Curriculum**
- **Teaching and Learning**
- **Assessment, marking, feedback and reporting**
- **Homework**

Date Reviewed in School:

December 2018

Date Approved by Governors:

10 December 2018

Review Date:

Reviewed June 2019

Review Date:

June 2020

CURRICULUM POLICY

The Curriculum at Sir Robert Pattinson Academy enables our students to dream, achieve and believe in their capabilities by providing an exceptional, inspiring educational experience, which allows students to fulfill their potential and become highly employable and successful members of society.

Intent:

The essential purpose of the Academy is to enable students to fulfill their potential, not merely as independent personalities, but also as responsible contributory members of the community.

Aims

- **Building and Developing** – to promote in all our young people, positive personal character traits and to develop well-rounded individuals.
- **Engaging and Enthusing** – to engage, interest and excite our student body, not only to learn, but to continue to learn beyond the school perimeter and to develop a lifelong love of learning.
- **Educating and Preparing** – to ensure all our students are well-educated by a curriculum that encompasses a broad and balanced mix of knowledge, skills and understanding.
- **Qualifying and Accrediting** – to provide suitable courses for our students and to ensure that they progress, so that they move on to positive destinations after their time with us.

The curriculum is designed to enable all young people to become successful learners who:

- are able to acquire high quality knowledge
- have the transferable skills of literacy, numeracy, oracy and ICT
- are able to recall and retain knowledge and information across subjects and through year groups
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves
- communicate in a range of ways
- understand how they learn and know how to improve from their mistakes
- can learn independently and with others
- enjoy learning and are motivated to achieve
- fulfil academic potential

The curriculum is designed to enable all young people to become confident individuals who:

- can live a healthy and fruitful life
- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal with their emotions
- are physically competent and confident
- manage risk and stay safe, and
- are willing to try new things and make the most of opportunities

- contribute to their own and others' well-being

The curriculum is designed to enable all young people to become responsible citizens who:

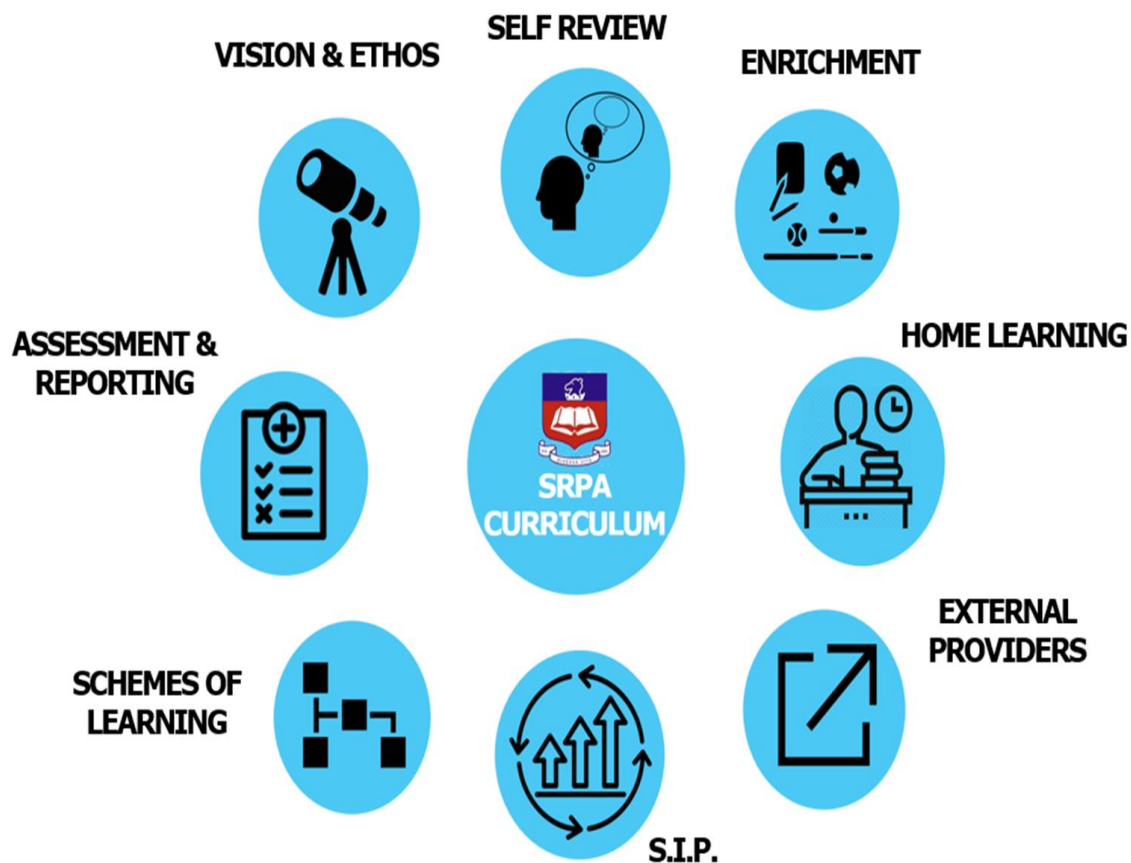
- have the knowledge, skills and attitude needed to succeed in education, work and life
- are enterprising and courageous
- are able to work with, and respect, others regardless of background
- have an understanding of the significance of British values alongside the ability to appreciate the benefits of diversity
- sustain and improve the environment, locally and globally.
- understand the value of cultural capital for themselves and those around them

Above all our curriculum is designed to help students towards becoming happy and successful members of the community.

The curriculum aims are reflected in the life of the academy through student engagement with community initiatives. Student Leadership within the academy highlights the many areas in which students excel, including their many sporting achievements, involvement with fund-raising for national and local charities, electing their own Student Leadership Team and promoting independent learning.

The academy house system encourages team spirit and participation through an extensive programme of activities that link to the academy PSHE programme.

Within the wider community our students help lead and support sports clubs and young people's uniformed groups including RAF, Army and Sea Cadets, scouts and guides. The academy also supports the Duke of Edinburgh Award and World Challenge and has a comprehensive Enrichment Programme. The RP Mental Health Hub has been established to meet additional student needs in order for them to access successfully the full curriculum offer.



Careers Education and Guidance:

Careers guidance at SRPA is thorough and extensive from year 7 through to the end of yr13.

The academy works in partnership with a wide range of further and higher education establishments and a wide range of local employers to enhance curriculum learning and aspiration. This partnership working has allowed us to develop an extensive programme of university and college visits that run throughout the academic year encompassing all year groups and from 2020 including year 6 students as part of their transition to secondary school.

ASPIRE lessons allow for students to development their self-awareness, explore career opportunities and manage their progression into employment. Personal Development days delivered each term allow for students to work with external agencies to raise aspirations, improve self- esteem and grow their employability skills.

Implementation : Key Stage 3 and Key Stage 4

Key Stage 3 refers to the first three years of secondary education: Years 7, 8 and 9. The curriculum is broad, balanced and engaging; the subjects studied and the proportion of curriculum time allocated to each subject is shown below.

Key Stage 4 refers to years 10 and 11 when students prepare for external examinations.

As an academy, we aim to provide challenging and memorable learning experiences which provide the maximum number of opportunities for our students to:

- build on prior knowledge, skills and learning
- acquire and retain new knowledge and recall and apply previous subject content
- develop a passion for learning and academic achievement
- develop their academic, social, emotional and physical abilities
- achieve the best qualifications possible; and,
- progress further in education and employment

In Year 9 students and parents are provided with extensive information about GCSE option choices. The option process is thorough and inclusive with the academy providing an option counselling service before, during and after the process to ensure that all stakeholders are involved in the decision making.

Key Stage 5

Academic staff give advice and guidance concerning appropriate subject combinations for Post-16 study. All students study three courses from a comprehensive course offer. The academy aims to run all of the courses offered for which there is sufficient demand and which are economically viable. Sixth from students also have provision of tutor guidance, private study and ASPIRE sessions.

Key Stage 5 subjects are allocated 10 lessons per option block A-D and 8 lessons for Block E.

Timings of the School Day

08:45 – 09:00	Ready to Learn
09:00	Lesson changeover
09:05 – 10:05	Period 1
10:05	Lesson changeover
10:10 – 11:10	Period 2
11:10 – 11:30	Break
11:30 – 12:30	Period 3
12:30 – 13:05	Lunch
13:10 – 14:10	Period 4
14:10 – 14:15	Lesson changeover
14:15 – 15:15	Period 5

Curriculum time allocations for KS3 & KS4:

SRPA Curriculum Allocations September 2019					
Subject	Y7	Y8	Y9	Y10	Yr11
English	8	8	8	9	9
Mathematics	8	8	8	9	9
Science	8	8	8	9	9
Languages	4	4	4		
Physical Education	4	4	4	2	2
Technology	3	3	3		
History	2	2	2		
Geography	2	2	2		
EFP	2	2	2		
Computing	2	2	2		
Music	1.5	1.5	1.5		
Drama	1.5	1.5	1.5		
Art	2	2	2		
ASPIRE	1	1	1	1	1
Successful Learner	1	1	1		
Option A				5	5
Option B				5	5
Option C				5	5
Option D				5	5
Total Hours	50	50	50	50	50

Monitoring and Review

This policy will be monitored by the Assistant Head (Curriculum), who will report to the Deputy Headteacher and the Headteacher on its implementation on a regular basis. The Assistant Head (Curriculum) will report to the Governing Body's Student Achievement Committee on the progress of the policy and will recommend any changes.

This policy will be reviewed by the Governing body as part of the review of policies.

See also:

- Complaints Procedure
- Equality & Diversity Policy
- Sex and Relationships Policy
- SEND/Inclusion 2018 Policy
- SEND Information Report
- Relationships & Sex Education Policy

Teaching and Learning Policy

Teaching and Learning Policy Statement – Intent, Implementation, Impact

The Intention of Teaching and Learning at Sir Robert Pattinson Academy:

- To ensure that all pupils, regardless of SEN, disadvantage or gender, make or exceed expected progress
- To ensure curriculum coverage through the acquisition and application of knowledge
- To ensure that all pupils have enquiring minds and can be independent and collaborative, whilst demonstrating an enthusiasm for learning
- To provide pupils with a high level of English and Mathematical skills, as well as equipping them with the wider skills they need to succeed at school and beyond
- To encourage pupils' creativity and innovation through a wide range of media and technologies
- To encourage and challenge pupils, giving them the desire to succeed and have high personal aspirations
- To ensure that all teachers have the knowledge, skills and capacity to provide high quality, challenging learning experiences
- To develop strong and effective links in order to involve parents and the wider community in pupils' learning

We will implement this by:

- ensuring all pupils acquire and can apply knowledge in order to make better than expected progress
- ensuring good practice is shared within our teaching and learning communities to ensure 100% of lessons are consistently good or better
- ensure that staff are aware of pupils' starting points and that accurate assessment data is used in order to support and scaffold accordingly for all pupils including the most and least able
- ensure that a range of strategies are used effectively in order to personalise learning, enabling all pupils to make rapid and sustained progress
- create a shared pedagogy through collaboration and co-operation, where pupils' learning through application of knowledge, is the focus
- use a range of engaging methods that will encourage pupils to collaborate, explore ideas and work independently
- ensure that the behaviour and engagement of pupils strengthens the link between teaching and learning to ensure successful application of knowledge
- provide pupils with enriched learning experiences that tap into their wide experience of technology
- provide teachers with a wide repertoire of teaching strategies and a collaborative environment within which to develop
- developing pupil's context, experience and cultural capital through a cohesive SMSC and Aspire programme that links to cross-curricula themes and transferable skills
- embedding the use of teacher files in order for all teachers to plan effectively taking pupil needs into account
- empowering Middle Leaders to conduct regular calendared Quality Assurance in order to establish strengths and areas for development within their subject area – evidence by their DSEF and DDP

- comprehensive CPD programme that caters for every member of teaching and non-teaching staff and covers a wide range of external and internal CPD
- the continuation of the Quality of Education Team, comprising of Lead Practitioners from a range of subject areas who will support curriculum developments in their own subject, coach and develop identified staff and undertake a whole school leadership of curriculum role

The Impact will be:

- A happy, healthy, safe and productive environment for pupils and staff
- An academy site providing the resources for an innovative and exciting learning environment for the 21st Century
- High quality teaching across the whole curriculum
- A rich, challenging and relevant curriculum both within and outside of the classroom
- A wide range of extra- curricular and enrichment opportunities
- Opportunities for pupils to play a part in developing their academy and community through student leadership and pastoral / house opportunities
- A professional, skilled, highly motivated staff team committed to the ethos and curriculum vision of the school
- Opportunities for parents to be active partners in the education of their children and the life of the academy through a range of family learning opportunities and forums
- Professional development of leaders and teachers at every level through internal and external providers and T&L clusters led by Lead Practitioners
- All levels of academy leadership focused on continuous improvement in order to support the drive to raise standards
- External examination outcomes that demonstrate the exceptional progress of each student

Staff Responsibilities

Senior Leadership Team (SLT)

Responsible for:

- Ensuring that the curriculum, both in and out of classrooms has a clear intent and rationale, is implemented effectively and has impact across a range of measures
- Ensuring that knowledge acquisition and application across the school and in the departments/faculties they line manage results in pupils making or exceeding expected progress
- Ensuring that whole school and faculty/subject data informs interventions and that appropriate and timely action is taken in order to enable all pupils to progress, particularly those from disadvantaged backgrounds, SEND and HAPs
- Consistently communicating to all staff the expectation of high standards of pedagogy and providing a range of professional development opportunities
- Ensuring that good practice is fully disseminated and evaluated in order to ensure teaching is consistently good or better
- Rigorous monitoring and evaluating of curriculum implementation and impact through regular Quality Assurance activities in the departments/faculties they line manage through collaboration with the Heads of Subject
- Ensuring they model high standards of knowledge acquisition and application in their own practice

Senior Leader for Teaching and Learning will:

- Ensure the standard of Teaching and Learning is good or better
- Ensure the standard of Teaching and Learning is consistent across the academy, agreeing non-negotiable expectations for all staff
- Devise, implement and evaluate the Teaching and Learning policy
- Ensure that CPD is planned strategically to link to whole school and department priorities identified through regular Quality Assurance
- Implement a rigorous monitoring and evaluation programme in order to quality assure whole school Teaching and Learning and responsible for subsequent action planning
- Lead and direct the work of the Quality of Education Team
- Encourage educational research with the aim of improving Teaching and Learning pedagogy
- Provide support and challenge to identified underperforming teachers in order for them to improve their classroom practice and pupil outcomes – this will include informal and formal support plans

Quality of Education Team – Directors of Achievement / Lead Practitioners/TLR holders**Responsible for:**

- Ensuring their own practice is exemplary and therefore consistently highly effective
- Regularly reflecting on own pedagogy and improving own practice through research and collaboration
- Providing opportunities for teaching staff to receive coaching as directed by SLT
- Planning and delivering CPD as directed by senior leaders and in line with the CPD strategy
- Policies and systems related to their own area of responsibility
- Lead on an agreed whole school responsibility relating to curriculum implementation and impact

House Teams**Responsible for:**

- Analysing data relating to behaviour and ensuring appropriate and timely action is taken to ensure progress of all pupils
- Working in order to identify pupils who require interventions to support progress
- Ensuring that academic progress is promoted at every opportunity

Executive Special Educational Needs Co-ordinator:**Responsible for:**

- Responding to data relating to additional learning needs, ensuring appropriate and timely action is taken to secure progress of all pupils
- Working closely with the Senior Leadership Team in order to identify pupils who require interventions and/or support particularly in English and Maths
- Ensuring that Learning Mentors/Teaching Assistants are deployed effectively in order to enable targeted pupils with additional learning needs to make progress

Heads of Subject:

It is the responsibility of the Head of Subject to:

- Ensure a consistent and high standard of knowledge acquisition and application across the department/faculty
- Ensure that subject/faculty data is responded to effectively and that as a result, appropriate and timely action is taken in order to enable all pupils to make or exceed expected progress
- Provide opportunities for subject specific staff professional development including standardisation, moderation and links with external agencies eg exam boards
- Ensure that curriculum planning, marking and assessment is carried out in line with the academy's policies
- Regularly monitor and evaluate curriculum delivery through lesson observation, learning walks and work scrutiny, identifying areas to develop within the faculty and incorporating this into department improvement plans, in line with the school calendar.
- Ensure that all teaching staff have a performance management target linked to pupil progress and developing their own pedagogical repertoire
- Ensure that underperformance is tackled swiftly and effectively in line with the academy's Capability Policy
- Ensure that homework is set in line with the academy's Homework Policy
- Ensure that they are fully aware and up to date with current local and national developments in educational theory and practice relating to delivery of curriculum in their subject area

Teaching Staff

Each member of teaching staff is responsible for:

- Ensuring that pupils in the classes they teach make or exceed expected progress
- Carrying out all Teaching and Learning responsibilities in accordance with the Teacher Standards
- Ensuring their Teacher File is up to date with relevant information regarding their classes and is a 'working document'
- Ensuring a high standard of pedagogical approach within their classroom, thoroughly preparing, planning and evaluating lessons
- Ensuring that planning is thorough and informed by up to date records and data
- Holding accurate and up to date assessment data for the classes they teach both electronically and, where appropriate, in hard copy
- Using assessment data (particularly in relation to pupil starting points) to plan opportunities for knowledge application which provide challenge for all pupils including the most able
- Personalising long, medium and short term planning for the classes and pupils they teach using assessment data (particularly in relation to pupil starting points) in order to ensure pupils make progress over time
- Ensuring that pupils are given regular and meaningful periods of time to respond to teacher feed back (to reflect the regularity of marking in the whole school marking and feedback policy)
- Ensuring that there is regular and an acceptable quantity and quality of pupil work in books and folders
- Working with Learning Mentors/Teaching Assistants appropriately to devise interventions that will support pupils and enable them to make progress

Learning Mentors/Teaching Assistants

Learning Mentors/Teaching assistants will:

- Support teaching staff in the delivery of curriculum, devising and implementing appropriate strategies for ensuring pupil progress
- Collaborate with the staff in their departments/faculties in order to ensure Teaching and Learning, particularly for pupils with additional educational needs, is of a high standard
- Assist with the creation of differentiated resources as directed by the class teacher or Heads of Subject
- Work closely with the Heads of Subject and class teachers in order to plan and deliver appropriate intervention sessions within departments

Curriculum focused teaching and learning CPD

The focus of CPD is an emphasis on sharing best practice.

Activities include:

- INSET days focusing on whole school curriculum delivery priorities
- Twilight sessions (Department/Faculty CPD and tailored CPD sessions for groups of staff)
- Collaborative project work within the academy
- Individual coaching and development
- Experiencing good practice in other schools and academies
- External CPD opportunities including online CPD and opportunities from the LTSA
- Action research
- All requests for external CPD (either externally or internally delivered must be made to the Senior Leader for Staff Development at the beginning of the term in which the course is due to run and never less than four weeks before the course is scheduled).

Whole School CPD

INSET days focus on whole school priorities as identified in the Strategic Improvement Plan and a strategy is in place for improving areas of curriculum implementation across the school.

INSET days will be an opportunity to deliver internal/external CPD as dictated by whole school priorities. Any twilight sessions attended by all staff will also have a whole school strategic focus but may be internally delivered CPD or collaborative sessions intended to share good practice across departments/faculties or groups of staff.

Department/Faculty CPD

Departments/Faculties will be given termly opportunities to share good practice within the department/faculty or receive CPD tailored to their specific needs. Subject specific CPD delivered by members of the department/faculty or external organisations such as examination boards may also be delivered at this time. CPD will be a key feature in strategies for improvement outlined in the Department Development Plan.

Individual CPD

The CPD needs of individual members of staff will be determined through monitoring and evaluation by the Heads of Subject or their line manager, as well as their own self-reflection. CPD needs will be recorded during Performance Appraisal meetings and will be agreed by the member of staff and their line manager. CPD needs of individuals may be met by whole school CPD activities, CPD sessions aimed at groups of staff with specific areas for development or by external CPD.

Coaching

Coaching will take place either at the request of an individual for their own self development or as part of a support plan intended to tackle underperformance. Coaching may be given by the line manager, Head of Subject, Lead Practitioner/Lead Teacher or a member of the SLT.

Quality Assurance of Teaching and Learning

Quality Assurance of Teaching and Learning is the responsibility of the Senior Leader for Teaching and Learning and the Senior Leadership Team (SLT) alongside Heads of Subject. A variety of monitoring and evaluation methods are used including: lesson observations, learning walks, pupil interviews, work scrutiny and data analysis. The Performance Appraisal Cycle is also used to hold members of staff accountable for the quality of their own teaching and learning and curriculum delivery. Staff will be informed in advance of lesson observations; however any other monitoring activities may take place on an ad hoc basis. A programme of monitoring and evaluation activities will be published on at least a termly basis.

Lesson Observations

Observations are a minimum of half an hour and may take place in the first or second half of a lesson. Verbal feedback will be given by the observer as soon as possible after the observation and no later than the end of the following working day. It will be given in a suitable private environment. If requested, written feedback will be provided within five working days of the observation taking place. All lesson observations are recorded on the academy's agreed lesson observation and evaluation proforma. Lesson observations carried out for the purposes of gathering Newly Qualified Teacher (NQT) evidence will be recorded on a separate proforma using the Standards for Teachers. One lesson observation for performance appraisal purposes will take place on a termly basis and will be carried out by the line manager. The purpose of lesson observations will be made clear in advance; for example they may take place for staff development and coaching purposes, monitoring and evaluation or evidence gathering.

Learning Walks

Learning Walks take place regularly and gather evidence on a range of whole school Teaching and Learning issues. Timing and staff involved will vary depending on focus. Learning Walks may take place within the department/faculty or across the academy. Evidence will inform future CPD/improvement plans as well as evaluate impact of CPD carried out. Evidence from Learning Walks will not form the basis of any judgment of an individual's teaching and therefore feedback on individual lessons will not be given unless requested. Feedback and any actions to be taken will be shared with relevant parties. Teaching staff will not be required to provide a lesson plan for Learning Walks.

Work Scrutiny

Work Scrutiny will take place on a fortnightly basis and will gather evidence on a range of whole school Teaching and Learning issues. Timing and staff involved will vary depending on focus. Work Scrutiny may take place within departments/faculties or across the academy. Feedback will be given to individuals, groups or departments/faculties depending on the focus/findings of the work scrutiny. Staff will not always be informed in advance of the timing of work scrutinies or pupils involved.

Actions

SLT and Heads of Subject are responsible for analysing the findings of monitoring and evaluation activities and ensuring that appropriate and timely actions are taken. Heads of Subject and SLT will provide information from any monitoring and evaluation activities to the Senior Leader for Teaching and Learning. Heads of Subject will inform their SLT line manager in the event of the identification of underperformance of individual staff members.

Effective Learning

Effective learning through knowledge acquisition and application is the key feature of any successful lesson and is the focus of all lesson observations taken, unless agreed otherwise with the member of staff for development reasons (e.g. behaviour management). Pupils learn in many different ways and lessons will be structured in order to maximise the opportunities for pupils to learn extremely well in ways that best suit them.

Methods of facilitating effective learning include:

- Use of Knowledge Organisers
- Reference to sequenced learning opportunities
- A variety of pupil groupings to ensure collaboration
- Investigation and problem solving
- Research and enquiry
- Questioning (differentiated using Bloom's Taxonomy)
- Speaking and Listening - Debates, role plays, drama, presentations
- Designing/creating
- Use of ICT
- Real life situations
- Reflection on own learning
- Assessment – self and peer
- Teacher exposition
- Independent writing time
- Recall and retention strategies
- Directed Improvement Reflection Time (DIRT) with a particular focus on writing
- Use of subject exemplars
- Positive learning environment which uses praise to encourage all learners to succeed
- Focus on the transferability of skills across curriculum areas

The objective of planning should be on facilitating opportunities for pupil learning to take place and for pupils to have opportunity to take responsibility for their own learning.

Effective Teaching

In order to have a striking impact on pupils' learning, lessons should be informed by accurate assessment information in order to provide appropriate challenge for all pupils. Teaching should inspire, encourage, motivate and enable, aiming to build on the application of knowledge and understanding pupils need to achieve academically and beyond school.

Characteristics of a highly effective lesson at Sir Robert Pattinson Academy might include:

Lessons that are:

- Thoroughly prepared and based on knowledge of pupils' starting points, progress and current attainment
- Based on an acute awareness of pupils' previous learning and understanding and information about factors that may affect their learning (SEN directory)
- Based on excellent subject knowledge
- Interesting, inspiring and innovative
- Thought-provoking, challenging and reflective
- Opportunity to recall and retain previously learned knowledge and skills
- Inclusive of literacy and mathematics where relevant and appropriate

There will be:

- A shared learning challenge
- Clear learning outcomes and outputs
- Extensive knowledge acquisition and application
- Clear sequenced learning opportunities within and across subject areas
- Shared assessment criteria
- Clear and high expectations
- A variety of tasks and teaching strategies used in order to engage pupils including 'do now' activities where possible
- Opportunities to review and reflect on learning
- Opportunities for pupils to develop metacognitive skills
- Pace and challenge
- Focus on cross- curricular transferable skills
- Evidence of the teacher's knowledge of teaching and learning pedagogies
- Highly effective use of questioning – differentiated and used to challenge pupils' thinking
- Excellent teacher/pupil relationships
- Excellent relationships between pupils who support and respect each other
- An environment where pupils feel confident to take risks and explore
- Resources that make a marked contribution to the quality of learning and an excellent use of ICT
- A range of assessment for learning strategies including self and peer assessment
- High quality verbal and written feedback enabling pupils to understand in detail how to improve (see Marking & Feedback Policy)
- Regular checking of understanding in order to anticipate necessary interventions
- Precisely targeted use of Learning Mentors/Teaching Assistants who make a marked contribution to the quality of learning
- Regular high quality homework that enhance the learning experience
- Independent learning is promoted and expected

- Support for the learning of pupils with additional learning needs or who are not making expected progress based on starting points
- Seating plans based on pupil data
- All teachers will reflect on their strengths and areas for development and plan their professional development needs accordingly. Teachers are supported in developing their skills, so that they can continually improve their practice.

In order to ensure that leaders, teachers, support staff and pupils are aware of the core expectations of a SRPA lesson, the document in Appendix 1 is displayed in every classroom as a minimum expectation.

Protocol for starting and finishing lessons and tutor time

To achieve consistency of approach across the academy which sets clear expectations for students at the start and end of every lesson.

Starting the lesson

- Always aim to be at the room to meet and greet the students as they arrive.
- Establish a routine for entry into the room – students should stand behind chairs. Where appropriate classes may line up outside. However make sure the students enter quickly and calmly and that they have an engagement task.
- Check uniform at the start of the lesson as the students enter. Check uniform notes for those who have an item of incorrect uniform.
- Use a seating plan for every lesson. This should take into consideration the learning needs of students, encourage integration of different groups (gender/SEN /PP) and any issues of behaviour – strategies for supporting individuals should be noted in Teacher Files.
- Take the register in silence - establish a routine e.g. books and planners out, Learning Challenge written down and engagement activity.

Finishing the lesson

- Ensure enough time has been allowed for setting homework during the lesson or at the end of the lesson.
- Establish a routine of departure – e.g. pack away and remain seated until asked to stand behind chairs.
- Check uniform is being worn properly as students leave.
- Stand at the door to dismiss students in a controlled and orderly way – checking the area is left tidy with chairs pushed under

Behaviour for Learning

Pupil behaviour can have a marked impact on the quality of learning; good behaviour is characterised by pupils being engaged in tasks and working co-operatively, resulting in a purposeful working atmosphere in lessons. A proactive approach to managing behaviour involves including appropriate and effective strategies in lesson planning.

Curriculum planning

Heads of Subject are responsible for ensuring that course coverage and schemes of learning are in place for every term or half term as appropriate. This curriculum planning should reflect the statutory requirements for the subject and show evidence of personalising planning for pupils. It is the responsibility of class teachers to ensure that MTPs are personalised for their classes using data and knowledge of starting points, previous knowledge, learning and progress.

Short Term Planning

All teachers are responsible for planning opportunities to meet the needs of all learners.

A plan must be provided for every observation undertaken. One copy of the plan as well as copies of resources and data held on the class (data analysis) should be given to the observer(s) on entering the classroom.

Planning must clearly demonstrate the progress pupils are expected to make and how that will be achieved. It should be clear where pupils are now and where they are expected to be; planning should be linked to assessment criteria as closely as possible. The majority of the detail should be in the description of: how the task links to previous learning; the rationale behind the task (why pupils are doing the task, how it will build on prior learning). Planning must also reference curriculum knowledge acquisition and opportunities for application

Data and Assessment

Assessment is an integral part of learning and effective teaching and planning. Assessment for learning should be part of every lesson, and along with summative assessment and data, provide teachers with an acute awareness of pupils' progress, prior learning and understanding. Pupils should consistently receive verbal and written feedback of a very high quality, enabling them to understand how to improve. Assessment (either formative or summative) and data (including gender, Pupil Premium, SEND, Most Able, and attendance etc.) should be consistently used to inform medium and long-term plans, personalising planning in order to match teaching to pupils' specific needs. Pupils' starting points and required progress should be the primary consideration when planning.

Use of Data to Inform Planning

Class teachers should regularly analyse the data on Go4schools, SIMs, SISRA and in their own trackers for each of their classes, primarily taking into account pupil starting points and expected progress as well as factors affecting learning such as gender, SEND, LAP/MAP/HAP, PP and attendance etc. When being observed, a copy of the data analysis for the class should be handed to the observer with, where appropriate, the lesson plan.

Interventions

Planned interventions are undertaken in order to impact on pupils' progress and achievement. There are three stages: in-class, departmental/faculty and whole school.

In-class Interventions

In the first instance, responsibility for the progress of ALL pupils within a class lies with the classroom teacher; lack of progress (identified through summative assessment and use of the data tracking should be acted upon in a timely and effective manner. All pupils learn differently and this should be reflected in planning for classes and individuals. Specific Additional Learning Needs should be catered for with appropriate strategies and resources e.g. the use of overlays and coloured paper. However, a variety of pedagogical approaches should be used in order to meet the different needs of all pupils in order to ensure they make or exceed expected progress; differentiation does not mean more or less work/harder or easier work rather a way to scaffold the application of knowledge.

Department/Faculty Interventions

The Head of Subject is responsible for analysing departmental data every half term, reporting to their SLT Line Manager. This analysis should be shared with the faculty and action plans devised in order to address lack of progress of individual pupils, groups (e.g. boys, PP, SEN), specific classes and year groups.

Interventions may include: working with a specific classroom teacher to ensure that strategies are put in place for classes and individuals; use of after school sessions for targeted pupils; planning departmental interventions, for example addressing a weakness in a particular subject skill or topic. The impact of interventions should be monitored and evaluated by the Heads of Subject through further data analysis, work scrutiny, lesson observations and regular review of departmental planning.

Whole School Interventions

The Senior Leader in charge of interventions will devise and produce an appropriate data report to be reviewed at regular meetings with Heads of Subject. HoS will also produce their own intervention planning linked to Question Level Analysis in their subject areas – this will form the basis for future planning and targeted intervention with specific groups of students at key borderlines.

The Heads of Year/Year Leaders will devise Intervention Plans which may include targeting pupils across all year groups in a variety of lunchtime and/or after school intervention sessions as well as a range of strategies from across the academy.

Appendix 1: Key features of a lesson



The highly effective lesson

Characteristics

Outcomes for Pupils:

- Quality and rigour of assessment in all year groups and classes.
- Staff share pupil targets and discuss the way forward.
- Pupils get the opportunity to read across a wide range of texts in all subject areas.
- High quality discussions between pupils and staff.
- Rapid and sustained progress for all groups of pupils in all lessons.

Quality of Education:

- Teachers consistently have high expectations of all pupils.
- Teaching engages all pupils with appropriately challenging curriculum.
- Pupils' responses demonstrate gains in knowledge and the application of knowledge.
- Teachers monitor progress and use questioning and discussion to assess.
- Consistently high quality marking & feedback.
- Teaching of reading, writing, communication & mathematics is effective



The highly effective lesson

Characteristics

Personal development, behaviour and attitudes:

- Punctuality to the Academy and lessons.
- Behaviour in class & outside lessons is impeccable.
- Pupils have pride in their Academy – manners and conduct.
- Attitudes to learning help progress in lessons.
- Pupils display a thirst for knowledge.
- Skilled and highly consistent behaviour management by all staff.
- All groups of pupils feel safe.
- The curriculum

Leadership and management:

- Robust self-evaluation and continual assessment of what is being delivered.
- Consistent application of procedures and policies.
- High quality curriculum delivery that includes knowledge acquisition and application.
- High levels of achievement and behaviour.
- High levels of spiritual, moral, social and cultural development that includes a focus on transferable knowledge and skills.
- All pursue excellence in all areas of Academy life.

ASSESSMENT (MARKING & FEEDBACK), MONITORING AND REPORTING POLICY

Rationale

The Academy Assessment Policy is designed to ensure that a high standard of marking and feedback takes place, which leads to student improvement and progress at a standard better than the national expectation. In order to support students to achieve their potential across all subject areas, it is necessary to ensure that marking and feedback is consistent enough across the Academy to recognise a whole-school approach to assessment, yet different enough to allow each subject to use marking and feedback to maximise each student's progress in that area. A wide range of formative and summative assessment will take place throughout the academic year and across the curriculum, which will feed into the whole school reporting system. All of our teachers thrive on the fact that our principle aim is that assessment leads to improvement and then success.

Marking matters because research has shown it to be the most influential factor on learning when done correctly. (Hattie's Table of Effects)

Our assessment principles:

- #1 Assessment is for students and teachers**
 - Key tool by which student aspiration can be raised
 - Done 'with' and not 'to' the students and with staff driving the aspiration.
- #2 Assess the right things at the right time**
 - Takes account of summative and formative assessment in departmental areas.
 - Systematic and periodic assessments fed into whole school system.
 - Assess potential.
- #3 Too much is as bad as not enough**
 - Summarises where a learner is now, where they're going and how we get them there!
 - Aspire, Assess and Advise.
- #4 Assess once, use the results often**
 - Turns data into information allowing intervention through probing questions.
 - Joins up the dots between pastoral and academic, allowing the stories to be told.
 - Engage all stakeholders in the learning journey of the individual.

It may be more helpful to regard the nature of assessment in two ways:

- Assessment **for** learning (formative assessment): this involves the continuous use of classroom assessments to improve learning.
- Assessment **of** learning (summative assessment): measures what learners know or can do at a particular point in time.

Assessment for Learning

The Academy follows the revised 2014 National Curriculum across all subject areas and the details of how and when formative assessment takes place within subjects will be specified in all Schemes of Learning. Teachers lesson planning will identify opportunities for mini-plenary reviews of learning during individual lessons.

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice to enable students to become involved in their learning:

Classroom teacher responsibilities

- Ensure that students are actively engaged in the target setting process. Finding out about their aspirations for the subject.
- Ensure that students at KS3, 4 and 5 know what grade they are working at, what their target grade is and how to improve to achieve or exceed that target.
- Ensure that target grades are clearly visible in books, workbooks, jotters and folders.
- Explain the learning challenge for the lesson or activity and share the learning outcomes.
- Help students to understand what they have done well and what they need to do to improve and develop.
- Show students how to use assessment criteria to assess their own work.
- Provide regular opportunities for self and peer assessment.
- Use effective questioning techniques to encourage discussion which give vital feedback on the current level of understanding.
- Check and/or mark students' work regularly. This will normally mean at least once per fortnight, but occasionally students will take 3 weeks to complete a longer piece of work.
- Use red (not green) to mark work.
- Ensure that students' books contain evidence of effective marking which shows progression, tells the students how to improve and creates a dialogue between the student and teacher.
- Share examples of work with students so that they can see the standards they are aiming for, making effective use of visualisers in departments
- Teachers will give students oral feedback whenever possible, since it is generally more effective than written feedback, although should not replace it.
- Incorporate a DIRT activity with clear evidence of teacher feedback leading to improvement with each class at least once per half-term in most subjects.
- When marking and assessing work, use the SRPA Literacy and Presentation Marking Guidelines.
- Ensure interventions are put in place for students falling below age appropriate expectations.

Team/Subject Leader/Lead Practitioner

- Use Work Scrutinies (at least 3 times per year) as part of the Quality Assurance process to ensure consistent application of these guidelines across your subject/department area.
- Team/Subject leaders/Lead Practitioner may also check books/student work informally to check that standards are being upheld.
- Ensure that report deadlines are met consistently by all staff.
- Analyse academic performance of students across all ranges of ability and where students fall below expectation; ensure appropriate interventions are put into place.

Assistant Head

- Check random samples of books across all subject areas and key stages at least 3 times per year plus during Health Checks to ensure consistency of practice across the school.
- Quality Assure the reporting judgements across department and subject areas.
- Ensure data analysis reaches all leaders of the Academy for appropriate intervention.

Self-assessment and peer assessment

Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers.

Students will be encouraged to:

- Reflect on their own work.
- Identify the standard they are trying to achieve.
- Think about how to bridge the gap between aspiration and achievement.
- Take time to work problems out for themselves.
- Consider a number of possible solutions before deciding on a course of action.

Teachers are important in this process as opportunities need to be planned into Schemes of Learning and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

Assessment of Learning

The Academy has an assessment calendar which incorporates a formal internal examination week for each year group towards the end of each academic year, except for year eleven, which takes place in December. Other summative assessments will be identified in subject Schemes of Learning. The attainment data will be used as the basis for monitoring student progress via the school's reporting system. The School Assessment Calendar, which can also be found on the website, is published annually, and contains specific dates for each year group. Subject areas will ensure that they can show how they have taken account of the assessment calendar in planning Schemes of Learning.

Different kinds of assessment will be used by subject teachers, ranging from classwork, home-learning tasks, mini-tests, exam questions to a controlled assessment piece of work. These will all be incorporated into the assessment judgement at any point which is reported home to parents.

In KS3, attainment will be assessed against a GCSE flight-path and students will be judged 'On-Track' or not. In KS4 and KS5, attainment will refer to grades. It is important that students have the opportunity to develop their understanding of the different grades and how to progress to the next one.

Target setting

We use GL Assessments with each year group in school to assess progress in English and mathematics throughout the year and also reading and spelling abilities. We also use FFT Aspire which helps us with our target setting approach and to assess the potential and differences in every child. Targets for students are set at the beginning of the academic year. Targets should be high enough to be motivating, but not too high as to be unattainable. Year 7-11 are set FFT20 as a minimum expectation and teachers are encouraged to modify up to FFT5 where appropriate.

In order to set targets effectively, a teacher needs to use their professional judgment and engage the students in the process. There is a strong correlation between schools aiming high and then achieving highly, and also between those aiming low and achieving low. As such, we as a school use some external national level data to ensure that we are ambitious in our aims.

Alongside this we use our knowledge of the subject transition matrices to help us to identify targets which mean positive progress as an outcome for students in years to come. Within KS5 our development of an internal ALPS tracker allows all staff to explore the 'what-if' functionality within

their target setting too. We set L3VA as a minimum and update when new benchmarks become available.

When staff have all of the relevant assessment data a target is agreed, which becomes the grade which a student is working towards.

What is reported?

Performance indicator (KS3/4/5)

Students are judged to be one of three things at a whole school assessment point, in relation to their agreed target, which would be no lower than FFT20;

- Exceeding expectations
- Meeting expectations
- Falling below expectations

Their expected grade will be entered into Go4Schools and performance indicator highlighted accordingly. This works alongside the trackers in GoSchools which track the more detailed assessment within subjects. Assessment can take a variety of forms such as a formative test, a summative test, an extended project, a piece of home learning or series of home learning. Each subject will choose the form of assessment most suited to the skills and/or knowledge to be assessed at that stage of the curriculum and report accordingly.

Current grade (KS4/5)

This is the current working GCSE or Level 3 grade achieved in a particular term's formal assessment of student's work. A formal assessment can take a variety of forms such as a formative test, a summative test, an extended project, a piece of home learning or series of home learning. Each subject will choose the form of assessment most suited to the skills and/or knowledge to be assessed at that stage of the curriculum and report accordingly. It could be possible for a student to exceed or dip below GCSE or L3VA target at any reporting point and still achieve expected progress, due to the graduated nature of a course structure and the assessment within curriculum areas.

Expected grade (KS3/4/5)

This is the grade that we expect the students to achieve, if they continue to work with their current level of engagement and effort in the subject. This could be higher or lower than the target grade.

Alongside this will be an Effort, Homework and Behaviour grade, graded 1-4.

1 - Excellent, 2 – Good, 3 – Requires Improvement, 4 – Poor.

Any 1,2's need to be accompanied with at least 1 comment, similarly with any 3,4's, but no more than three comments. This will allow for a simple summary paperless report to be emailed home on a full termly basis. Teachers will input into SIMS half termly, and reports will go home to parents termly.

Comments	
A. Excellent achievement	N. PARENT MEETING NEEDED
B. Excellent behaviour	O. Inattentive in lesson
C. Exhibits extra effort	P. Intervention needed
D. Actively seeks extra help	Q. Fails to complete homework/classwork
E. Interested in subject	R. Low assessment score(s)
F. Meeting objectives every lesson	S. Organisational skills need improvement
G. Displays positive attitude	T. Fails to catch up work missed
H. Demonstrates good teamwork skills	U. Not fulfilling potential
I. Showing improvements	V. Improved participation needed
J. Active participator	W. Lack of equipment
K. A pleasure to teach	X. Low-level disruption
L. Demonstrates talent in subject	Y. Attendance concern
M. Engaging with feedback	Z. Punctuality concern

Teacher Comment

A teacher comment is only required when calendared in the assessment calendar. This is intended to give a general more personalised update for the student aside from specific targeted improvements below.

See examples:

Eg1. Ben is working well. He shows excellent knowledge of tectonic processes. He has clear ability to utilize geographical information.

Eg.2 Andy has excelled in biology. He has shown a sound understanding of photosynthesis. He also achieved 'Student of the fortnight'.

This will be a focused comment and general progress within each subject area.

Target for improvement

These will allow staff to be report formative statements and will be subject specific focused improvement points for students only for the calendared points. See examples:

1. Use geographical terminology to add depth to explanations.
2. Try to participate in whole class discussion more.

Intervention

It is the teacher's responsibility to intervene in the first instance where a student is not making expected progress. We use a series of intervention codes within SIMS and in Go4Schools, which evidence the intervention that the teacher has put in place. This will provide a series of interventions.

Annex A: Presentation guidelines

Each department is to ensure that work is well-presented and neat. Therefore, students should adhere to the following presentation guidelines:

1. Use a blue or black pen for written work, unless otherwise specified.
2. Use a pencil for drawing pictures, maps, graphs and tables.
3. Use a ruler for all straight lines.
4. Underline the title and date using a ruler.
5. The date should always be in full on the right hand side of the page
6. Leave one line space underline underneath your title before starting your work.
7. Write down the Learning Challenge
8. Respond to teacher feedback, and peer and self-assess be in GREEN pen.
9. Ensure that work is neat and legible.

A student's work may be returned for re-submission if it is poorly presented or has poor spelling and grammar. Teachers will use their professional judgement to decide whether work is of the best standard for that student taking into consideration SEND criteria and any other relevant factors.

Annex B: Marking guidelines

The following single side summary will appear in classrooms to communicate the marking policy. Staff should mark in **red pen**. Literacy errors should be highlighted with a **yellow highlighter**. Students should edit / redraft / improve in **green pen**.

Mark	Means
Sp	Look up and correct this spelling, then learn it.
//	A new paragraph should have started.
✓	Well written section – apt and clear.
✓✓	Striking and imaginative writing.
Pres	Presentation needs improving.
WWW	What went well. Highlighted
EBI	Even better if.....Highlighted
DIRT	Directed Improvement Reflection Task

Annex C: Managing teacher workload

DfE research has been factored into policy decision making to ensure that marking is manageable for staff and meaningful for students to ensure outstanding progress for all.

Practical tools: example of a feedback policy (secondary school)

Introduction

St Joseph's RC High School, a voluntary aided secondary school in Bolton with approximately 840 pupils, has developed an impact-based approach to feedback and marking.

Background from Tony McCabe, Headteacher

We developed this policy as a consequence of our monitoring approach. Teachers spent a lot of time marking, but not all of this was having enough impact on progress. We decided to focus on finding marking where the input from the teacher was proportionate to the impact on the progress, sharing and presenting these examples across the school as 'time saving strategies'. Out of this 'best practice' grew our impact marking policy, which focuses solely on marking for progress.

Outcomes

- It has also encouraged some departments to amend their assessment schemes at key stage 3.
- For pupils, it allows misconceptions to be highlighted and gives them time to understand what they need to do to progress.
- We were clear that we would implement the policy but would adjust it and improve it as practice evolves

Using this policy

Schools can, if they wish, tailor or adopt this example when reviewing their own policy and practice although there is no requirement to do so.

Rationale

All feedback:

- informs pupil progress
- has a positive impact on pupil outcomes
- is a good use of teachers' time

Principles

A teacher should only write in a pupil's book if it is going to impact on progress.

The more immediate the feedback the greater the impact. All subject areas have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Other than a tick for completion a teacher should only write in books if...

- they are pointing out a good attribute that a pupil must continue to use
- they are pointing out a literacy error
- they are pointing out an area for development (this can be highlighted in the text)

- The work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on.

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book looks.

Quality assurance and professional development

Heads of department and senior leaders will quality assure marking and feedback, and provide appropriate support.

The focus of book looks will be to look at how the pupil is making progress. It will not focus on what the teacher writes. It will be purely on the impact this has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.

1. In the first half term the HOD/senior leader(s) will prioritise staff needing support (based on book looks) and agree next steps.
2. Staff who demonstrate good practice in feedback and marking will only require a 'light touch'/informal check in future.

Other opportunities to share good practice related to feedback will be built into the calendar, but each HOD will timetable these when it is appropriate for their department. For further details, please contact: Tony McCabe, Headteacher, at office@st-josephs.bolton.sch.uk.

What is the impact of feedback and marking?

Think of a specific module or unit that you teach:

1. Individually, compile an impact graph or matrix which maps:

- the amount of time you spend on each feedback or marking activity; and
- the impact that each has on pupils.

2. In your group, reflect on your findings:

- What is time-consuming but worthwhile?
- Which activities have little impact on pupils?

Annex D: Reduce workload and increase impact – teacher suggestions:

Instead of...	The teacher...	The student...(using a green pen)
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work	Writes an overall reflection including 2 strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment.	Annotates areas of the work where strengths are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and uses icons such as T1, T2 to identify areas for improvement	Student copies the T1 target and makes their own improvements.
Writing “well done you have..” next to good aspects of the work	Puts a double tick next to the good parts	Adds the reason for the ticks
Marking every question in detail	Only marks the important question in detail. There is no expectation that all class notes will be marked. Mark the tasks which will have the greatest impact!	Marks or peer marks the work before it is submitted, highlighting the 2 areas where they need most help.
Writing the same explanation on every piece of work when the same mistake has been made	Go over this question in class	Writes their own correct answer
Correcting every small literacy mistake, eg spelling, wrong tense	Uses the literacy icons in the Marking Policy	Makes their own corrections.
Writing out a full solution when a student gets a question wrong	Writes a hint or next step.	Completes the correction.

Marking only extended pieces of work	Reviews in class students' initial plans	Does not hand in rubbish!
Giving back work and moving straight on- give the students DIRT time to make all the marking time worth it.	Departments have lots of strategies for giving students specific skills to work on. A way of starting this could be if the teacher asks students to "put a tick next to my comment if you understand how to improve and a ? if you don't". Paired work to resolve some of the ?s prior to asking you for guidance is good practice and reduces workload.	Students start to read and engage with marking before working on the DIRT time improvements which the teacher has identified.

Homework Policy

Homework Policy Statement

Introduction

Homework is an essential part of a student's education and this policy is designed to ensure consistency across our academy in terms of homework setting and marking. This policy aims to ensure that students are given the opportunity to apply knowledge and understanding outside the classroom, without overburdening students or staff with homework and marking respectively.

Learning at home is an essential part of a good education and is an expected element of the service our academy offers. It supports the development of independent learning skills, supplements and reinforces work done in school, and provides parents and carers with an opportunity to take part in their children's education bringing home and school closer together.

Why is homework important?

If a student completes an hour of homework per school night for five years ... it is the equivalent of an extra school year. In addition:

- It can help students to make rapid progress
- It can allow students to develop the practice of independent learning
- Encourage students to apply knowledge and have confidence and motivation to study alone
- It can allow valuable practice of skills learned in the classroom
- It can allow students to use materials and other source of information that are not always available in the classroom such as the internet, TV documentaries and news reports
- It can involve parents and carers in the students' work
- It can form an important part of the student's notes – in preparation for the next lesson
- It gives students valuable experience of working to deadlines

How will the homework policy work in practice?

All students should:

- Use their HW timetable and the VLE to support and manage the completion of their homework tasks, ensuring their understanding of the homework tasks are clear
- Demonstrate a commitment to spending an allocated time doing the task set
- Complete all work set to the best of their ability
- Present homework appropriately
- Hand the work back on time

All parents/carers should:

- Aim to provide a reasonably peaceful, suitable place in which students can do their homework or help students to attend other places where homework can be done, such as the homework club, the library, revision session
- Make it clear to students that they value homework, and support the Academy in explaining how it can help them make progress at school

- Expect deadlines to be met and check that they are
- Check that tasks have been set in line with the homework timetables
- Sign the planner once a week
- Inform the child's tutor if an issue arises

All teaching staff should:

- Set regular homework using Frog assignment manager according to the published homework timetables. Instructions should be clear and any resources are to be attached
- Ensure the students record the homework in their planners
- Be careful to ensure that homework is completed regularly and ensure that adequate time is given to complete the homework, which allows them to seek help/assistance before the deadline if required
- Record any homework related issues appropriately and discuss these with the students, and their Head of Department
- Mark the homework regularly according to the Academy's marking policy

Heads of Department (HOD) should:

- Ensure that homework is an integral part of the curriculum and is planned as part of schemes of work and prepared alongside all other programmes of learning
- Ensure that all staff in department are following the homework policy
- Monitor the range of tasks set for homework, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective should also be employed, such as asking students to review their own work in small groups
- Regularly monitor the information provided to inform appropriate intervention and support
- Inform the tutor and Head of House of action taken

Heads of House / Pastoral Leaders should:

- Ensure all students have planners in which to record their homework and issue spare sheets in the event of a loss of planner
- Ensure that planners are checked systematically by tutors each week
- Monitor repeat offenders across subjects through SIMs and take action: contact parents
- Regularly sample homework planners and report issues to HOD and SLT
- Inform parents/carers when appropriate

Form tutors should:

- Systematically check the planners each week, checking that parents have signed for the week's work and that tasks have been set in line with the homework timetables
- Inform the Head of House of any problems arising from planner checks
- Monitor HW using SIMs, speaking to students in light of any issues or comments passed on by subject teachers regarding homework

Senior Leadership Team (SLT) should:

- Undertake regular homework reviews and student monitoring. The purpose of these reviews are to enable the SLT to get an overview of a range and quality of homework set, to monitor and report on homework set for each year group and to ensure curriculum coverage and opportunities for application of knowledge
- Annually monitor and evaluate the efficiency and effectiveness of homework policies in consultation with teachers, parents/carers and students

Students should receive up to three pieces of homework per night depending on their teaching group. The amount of time expected to be spent on a piece of homework depends on their year group but should be no more than:

- Year 7 - 30 minutes per piece of homework
- Year 8 - 30 minutes per piece of homework
- Year 9 - 45 minutes per piece of homework
- Year 10/11 – 1 hour per piece of homework

Please note that the homework timetables indicate the night on which homework should be done by students. Students can complete their homework on any night in advance of the designated hand in date if they wish.