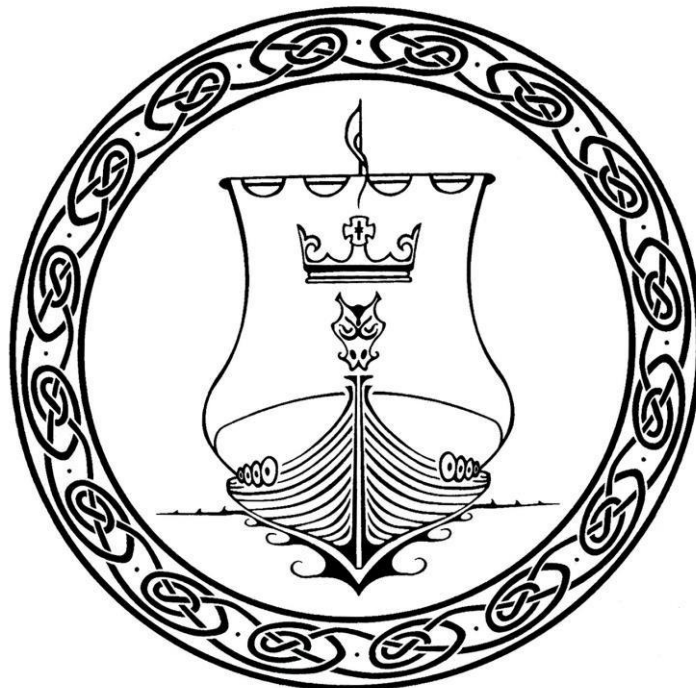




Queen Elizabeth II High School Teaching and Learning Policy (inc. Homework)



gleck dty share dy kinjagh



Vision

Gleck dty share dy kinjagh - Always strive to do your utmost

- We will strive for excellence, be a forward thinking, inclusive and nurturing school which enables our students to achieve well, enriching their lives.
- We believe that high quality teaching, learning and leadership are fundamental to our success. We will create a culture of learning, collaboration, evidence informed practice and innovation.
- We will embed ambition in our students to enable them to lead a balanced life as adults, capable of contributing to society.

Our CARE Values

Courage: "I will challenge myself and be brave in my learning"

Aspiration: "I will strive to do my utmost, to achieve goals"

Respect: "I will be polite to all and look after our school environment"

Endeavour: "I will aspire to complete my learning to the best of my ability"

Aims

- To provide a personalised learning experience for every pupil that takes full account of their individual needs, interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To make links with the learning that students do outside the classroom.
- To focus upon continually raising standards of teaching and learning in the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

Principles

Staff will:

- Support and **challenge** students to achieve their best,
- Provide high quality, dynamic and **engaging** lessons,
- Provide high quality **feedback**,
- Encourage **independent** and **peer learning**,
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills,
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum,
- Develop a range of teaching and learning styles to create a creative learning culture,
- Listen to students' views and be open to their opinions,
- Evaluate and reflect on their practice.



Students will:

- Rise to **challenges**, working collaboratively and supportively,
- Participate and **engage** fully in lessons,
- Respond positively to **feedback** and improve their work as a result of effective feedback,
- Support each other (and their teacher) so that all learn effectively with **peer learning**,
- Take an **independent** and active part in learning within and beyond the classroom,
- Take pride in developing and applying their literacy and numeracy skills across the curriculum,
- Be enthusiastic, resilient and responsible in learning and improving skills,
- Strive for continual improvement.

These statements should be achieved in conjunction, Employability Skills, the DESC Principles of Essentials for Learning, Every Child Matters and other QEII documentation.

Employability Skills

Problem Solving
Communication
Self-Awareness

Teamwork
Resilience
Ability to Learn

Principles of Essentials for Learning

Personalised
Assessment to inform learning
Active learning
Learning through enquiry
Challenging

Meaningful
Connected
Pupil voice
Inclusive
Engaging

Every Child Matters

Stay Safe
Be Healthy
Enjoy and Achieve
Make a Positive Contribution
Achieve Economic Wellbeing

Other QEII Documentation

Assessment Policy
Behaviour & Rewards Policy
Quality Assurance Framework
Continued Professional Development Policy
Schemes of Learning
DESC Our Island Plan

What does good teaching look like?

Good teachers aim to meet the individual needs of all students and provide a caring and supportive learning environment.



Teachers' intent, implementation and impact should be based on:

1. Understanding the content they are teaching and how it is learnt,
2. Creating a supportive environment for learning,
3. Managing the classroom to maximise the opportunity to learn,
4. Presenting content, activities and interactions that activate their students' thinking.

1. Understanding the content they are teaching and how it is learnt,

Great teachers understand the content they are teaching and how it is learnt

This means teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies. They should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach.

2. Creating a supportive environment for learning,

Great teachers create a supportive environment for learning

A supportive environment is characterised by relationships of trust and respect between students and teachers, and among students. It is one in which students are motivated, supported and challenged and have a positive attitude towards their learning.

3. Managing the classroom to maximise the opportunity to learn,

Great teachers manage the classroom to maximise opportunity to learn

No model of teaching effectiveness could be complete without classroom management: managing the behaviour and activities of a class of students is what teachers do. Yet is it also controversial. Different teachers have very different styles, values and priorities.

4. Presenting content, activities and interactions that activate their students' thinking

Great teachers present content, activities and interactions that activate their students thinking.

In many ways, point 4 represents the heart of great teaching: getting students to think hard about the material you want them to learn. It may also be the hardest part of the job to learn, partly because it is rare to get reliable feedback about whether it is working: student learning is invisible, slow and non-linear, so how can we tell if it is happening?

What does good learning look like?

Learning occurs when:

- People are motivated, interested and feel they are making progress
- They feel safe and valued within the school community
- They persevere
- They enjoy what they are doing
- They have a positive attitude to learning and take responsibility for their own learning
- They are aware of the high expectations of them and share these expectations
- They understand how their learning relates to the real world and to prior learning
- They understand the big picture, so learning is in a context
- There is high challenge and low stress



Learners should:

- Take responsibility for their learning
- Engage in the challenge of learning - participate
- Attend their lessons on time
- Be willing to take risks and learn from mistakes - persevere
- Be properly equipped
- Share their learning and work with others
- Seek and act upon advice when needed
- Promote the learning of others
- Seek to extend the breadth and depth of their learning
- Make connections between their learning experiences
- Take pride in their work

Responsibility of Teaching and Learning?

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Use up to date, evidence-based pedagogy in all lessons
- Systematically and effectively check students' understanding throughout lessons anticipating where they may need to intervene and doing so with notable impact on the quality of learning
- Provide high quality, specific feedback that enables progress to be made
- Ensure work is differentiated to cater to the needs of all of our students, including those with special educational needs and disabilities (SEND), those with English as an additional language (EAL) and disadvantaged students
- Plan well throughout lessons which build on prior knowledge following a carefully sequenced curriculum
- Identify and challenge underachievement through the analysis of relevant data and to implement strategies to combat this underachievement
- Regularly set homework tasks in line with subject expectations
- Collaborate effectively with Learning Support Assistants to meet the needs of students
- Ensure that the classroom environment, including displays, is stimulating and well maintained to promote and inspire learning
- Meet the expectations set out in our Online Learning Policy.

Heads of Subject will:

- Help to create a well-sequenced, broad and balanced curriculum for their subject which builds knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring and quality assurance activities
- Encourage teachers to share ideas, resources and good practice



- Lead on developing staff subject and curriculum knowledge in their subject through well embedded professional development.

Senior Leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Use a range of quality assurance strategies to monitor and evaluate the delivery of lessons and the impact of this policy. These include, but are not limited to, learning walks, book sampling and student voice
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote collaboration at all levels, through opportunities for shared planning moderation and teaching where appropriate
- Address underachievement and intervene promptly

Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

Purpose and Principles of Homework

Homework at QEII should

- Extend and reinforce class work
- Be varied and manageable
- Be challenging but appropriate
- Promote self-confidence and self-reliance
- Provide possible indications of underachievement
- Involve parents in the learning process
- Encourage good organisation skills
- Reflect the breadth and balance of the curriculum

Homework can take many forms depending on the specific needs of subjects and the needs of the students. These could include:

- Finishing off work not completed in class
- Revision in preparation for an assessment
- Learning of newly taught materials or vocabulary
- Redrafting of class work
- Reading specific materials
- Self-identified study where a pupil is having difficulty in a particular area
- Research on a particular topic
- Collection and collation of materials or resources



- Practice of e.g. a musical instrument, keyboard skills
- A specific assignment or self-contained project/investigation

Where appropriate homework should be differentiated to ensure that it can be accessed by all students.

Role of Pupil

At the start of each academic year students will be issued with a school planner.

- They should bring their planner to school every day.
- Write homework issued by their class teacher into the planner when set.
- Have the planner checked and signed by their parent/guardian at the end of each week,
- Issued homework must be completed.

If a pupil cannot complete homework they should discuss the reason for this with their class teacher. This should take place before the homework completion date unless there are **exceptional** circumstances. It will be up to their class teacher to decide whether the reason is a valid one.

If students fail to complete homework several things will happen. These may include:

- Completing a reinforcement exercise.
- Attending a support session to help complete the homework.
- In school sanctions such as departmental detention.
- Having a letter sent home to parents.
- Parents being contacted by the class teacher or Head of Subject.

Students who do their homework and always hand it in well done and on time will

- Benefit from making progress in their academic studies.
- Receive praise from their teachers.
- Be given recognition for their achievement in school reports to parents.

Students should also take advantage of the school's support by discussing homework difficulties with teachers (for example at lunchtime clubs) or Support for Learning where appropriate.

Role of Staff

All teachers should establish a high expectation that homework will be done by everyone and that failure to do this will be treated seriously. To encourage this all staff should:

- Issue homework regularly and ensure that it is appropriate for the students in their class.
- Issue homework in accordance with the structure:

Year Group	Approximate amount of weekly homework per subject
7 & 8	1 homework of 20 to 30 minutes
9	1 homework of 30 to 45 minutes
10 & 11	1 homework of 1 to 1 ½ hours Independent research is always encouraged



- Praise students who return homework that is well done and in on time, and display examples of good homework.
- Keep a record of who does, and does not, complete their homework.
- Mark homework in accordance with the school's assessment policy.
- Use the notes section of the school planner to inform parents of poor or non-returned homework.

Procedures for the non-return of homework

- Check whether the pupil needs additional support for the completion of the task.
- If appropriate, issue warning for failure to complete homework.
- If it is the policy of the department, issue a reinforcement exercise when a pupil fails to return homework. This can be completed in departmental detention.
- Refer students who fail to return a piece of homework after having been warned to do so or failing to return the reinforcement exercise to the Head of Subject/Director of Key Stage.

Role of Parents

We encourage parents to participate in their child's education by accepting their part in overseeing the work done at home.

We encourage parents to:

- Speak with their child regularly about homework and discuss the importance of doing homework.
- Check and sign planners at the end of each week.
- Provide a suitable environment in which homework can be done.
- Contact the school if their child is having difficulties with homework or if there are extenuating circumstances which would prevent the return of homework.

Assessment

Queen Elizabeth II High School recognises that high quality assessment, marking, reporting and tracking practices are of fundamental importance to a student's academic outcomes. Assessment is an integral part of the process of teaching and learning. Full details available in the schools 'Assessment Policy and Procedures' and 'Assessment and Feedback Framework' documents.

Continued Professional Development (CPD)

Queen Elizabeth II High School is a learning community and is committed to fostering a positive climate for continuous learning amongst its community. CPD is the means by which the school is able to motivate and develop its staff. It does so at a variety of levels – individual, team, whole school and through wider networks with an emphasis on collaborative learning. The school supports a wide portfolio of CPD approaches to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school.

Where a teacher experiences difficulty in meeting professional standards, the Head of Subject/Line Manager will determine the nature and extent of the situation and CPD support will be given to staff who have a key area for development. The policy "Supporting staff to improve performance" provides



informal structured support to staff who may be experiencing difficulty meeting professional standards and risk falling under capability procedures. Full details available in the schools CPD Policy and Policy and Procedures for Supporting Staff to Improve Performance.

How does the school ensure high standards of teaching and learning are maintained?

Teaching and Learning is monitored by the school through its own Quality Assurance processes, based on the DESC's Quality Assurance Framework. The DESC will validate the schools findings as part of this process.

- Monitoring can include
- Lesson observations/ lesson 'dipping'
- Work scrutiny
- Pupil voice/ surveys
- Staff voice/ surveys
- Parent voice/ surveys
- Analysis of tracking data/ exam results to assess pupil attainment/ pupil achievement
- Pupil interviews