



This policy is reviewed on a regular basis by the school's Leadership Team and the Governing Body's Community, Teaching and Learning Committee. Upon each review of the policy, the Leadership Team, line managers and the CTL Committee must ensure that any impact of the provisions of this policy on staff work/life balance and wellbeing is considered and taken into account and, where appropriate, the provisions are amended in light of those considerations

The policy has undergone Equality Impact Assessment in accordance with the School's Public Sector Equality Duty under the Equality Act 2010.

1. School principles

The school's core purpose is to ensure a high quality learning experience for all students and the quality of teaching is the most important factor which contributes to this. The purpose of this policy is to set out the school's expectations and the responsibilities of different staff in contributing to an outstanding learning experience.

2. Aims - as a school we will:

- inform staff of expected good practice to improve teaching and learning;
- provide a framework for the planning of outstanding lessons;
- provide a framework for effective assessment, marking, recording and reporting; and
- outline the requirements of home learning.

3. Learning will be most effective when:

- the environment is secure, stable and stimulating;
- students' self-esteem is high;
- students understand the purpose of the learning and see relevance to their own experience;
- students understand the ways in which learning takes place;
- the learning builds on prior knowledge and understanding;
- success criteria are explicit and models are provided;
- the learning is active and collaborative;
- student questioning, reflection, and discussion are encouraged;
- independent learning and thinking are facilitated and encouraged;
- there are opportunities for creativity and utilising different learning styles;
- students can self-assess, know what they need to do to improve, and are able to set appropriate targets; and
- students have opportunities to transfer skills, knowledge and understanding to other contexts.

However, we reject the notion of set forms of lessons (i.e. that all lessons must be in three parts) as this constrains the creativity and craft of the individual teacher. This policy therefore sets out the responsibilities of all those involved in developing the student learning experience. The school is committed to striving for excellence in teaching and learning and as such has invested funding in a



Lead Practitioner (T&L) and a T&L Team. The Lead Practitioner and T&L Team are responsible for leading cross-curricular innovation in teaching and learning, supporting developments according to the Plan for School Improvement (PSI), and supporting teachers as directed by the Headteacher or relevant members of the LT.

4. Staff

All staff will take an active role in ensuring a high quality learning experience for all students. All staff will follow the school teaching and learning policy, assessment, marking, recording and reporting procedure, home learning procedure, and guidance on the coverage of issues of a sensitive or controversial nature.

See **Appendix 1** (*Teaching & Learning Procedure*); **Appendix 2** (*Assessment, Marking, Recording and Reporting Procedure*); **Appendix 3** (*Home Learning Procedure*); and **Appendix 4** (*Guidance on the Coverage of Issues of a Sensitive or Controversial Nature*).

5. Students

Central to our ethos is enabling students to take responsibility for their own learning and a belief that having high expectations of all students will result in high levels of achievement. Students are therefore expected to:

- sign up to the expectations set out in the Home School Agreement;
- follow the Behaviour for Learning Code of Conduct;
- act on feedback from teachers about how to progress further in their learning; and
- use S4S (Skills for Success) to develop their independent learning.

6. Parents

We recognise that parents play an important role in supporting their children's learning and that the three-way partnership between parents, students and the school is vital for the success of the individual student. We expect that parents will:

- sign up to the expectations set out in the Home School Agreement;
- support the school in ensuring that their child is learning appropriately both at school and at home;
- regularly review and sign planners;
- engage positively with the school to resolve any difficulties regarding their child; and
- attend events such as parent's evenings whenever possible.

Good communication between home and school is important, particularly so far as any issues of a sensitive or controversial nature are concerned. We recognise that parents have a legal right of withdrawal from aspects of religious and sex education. However, permanent modifications to the school's curriculum for an individual student will be made only on grounds of the student's ability or grounds of health. Temporary modifications may be made for compelling reasons.



Parents should:

- inform the school in confidence (via the student's form tutor or relevant subject teacher) if they anticipate that an aspect of the curriculum might cause a particular difficulty for an individual student; and/or
- liaise with the headteacher if the issue is especially sensitive or difficult.

7. Monitoring of Teaching and Learning

The key procedures for monitoring teaching and learning are analysis of: examination results, departmental data for all teaching groups, departmental reviews, lesson observations, book looks, and parent and pupil surveys. The key responsibilities for Staff are as follows:

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring students' progress. Each subject leader achieves this by:

- championing teaching and learning in their subject area;
- ensuring teaching and learning is an item on the agenda at all departmental meetings;
- evaluating the teaching of their subject and the planning of lessons;
- ensuring curriculum coverage, continuity and progress for all students;
- ensuring that department procedures for assessing, marking, recording and reporting on student progress are implemented consistently and are in line with departmental and whole school policy;
- analysing and interpreting data on students' performance against school expectations and other comparative data;
- monitoring students' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data; and
- taking an active role in the annual departmental review.

Leadership Team

The Senior Leadership team is responsible for the overall quality of teaching and learning across the school. This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with subject leaders and the T&L Lead Practitioner;
- supporting individual departments through line management meetings;
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities; and
- monitoring the quality of teaching and learning across the school through activities such as lesson observations, book looks and department reviews.



Governors

The Community, Teaching and Learning Committee of the Governing Body has oversight of issues relating to the quality of teaching and learning across the school. Key priorities are set out in the PSI, the relevant sections of which are monitored by this committee. Specific monitoring activities include:

- review of examination results;
- involvement in departmental reviews; and
- reviewing summary reports of lesson observations.

Form tutors

Form tutors are responsible for contributing to and monitoring the progression and well-being of individuals in their tutor group and providing advice and support to those students both socially and academically.

This is achieved by:

- monitoring behaviour, home learning, use of planners, rewards and sanctions, uniform and attendance;
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning; and
- monitoring the academic progress and attitudes of individual students.

Heads of Years

Heads of Year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- setting clear expectations for the use of tutor time, monitoring the work of tutors and the quality of tutor time;
- monitoring the progress and potential of the year group, using student data to identify areas of underachievement;
- maintaining an overview of the experience of students in their year group, e.g. monitoring exclusions, on-call; and
- monitoring attitudes to learning, e.g. attendance and home learning.



APPENDIX 1: Teaching & Learning Procedure

Planning

Teachers should plan lessons and sequences of lessons in line with departmental schemes of work. Teachers' planners or records should contain detailed information regarding individual students' prior learning, reading ages SEND and medical details. This should then inform lesson planning. When preparing courses and lessons, staff should bear in mind their responsibility to ensure the welfare and safety of students and, where possible, their sensibilities (see **Appendix 4**).

Delivery

All staff should:

- begin and end lessons on time and in a structured manner establishing clear and appropriate routines;
- ensure students are prepared for the next lesson;
- maintain engagement, pace and challenge, and spend as high a proportion as possible of lesson time on learning (as opposed to teaching);
- ensure that the lesson is planned and is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources (e.g. technology);
- have high expectations of student work and behaviour;
- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons and ensure an efficient shift from one activity to the next;
- identify where it is necessary to change and adapt plans;
- make effective use of questioning (pitching low order and high order questioning appropriately) and ensure thinking time for students to make connections in their learning;
- value students' contributions and make use of praise and reward to underline the value of achievement;
- ensure students are given feedback on work completed and that they know how to move on to the next level;
- demonstrate checking of progress during the lesson in a variety of ways
- regularly set, monitor and mark home learning (see **Appendix 3**);
- regularly identify key subject specific language; and
- encourage students to write in full sentences to support literacy development.

Review

Teachers should evaluate their lessons and use their findings to inform future planning.



APPENDIX 2: Assessment, Marking, Recording and Reporting Procedure

This procedure is based on the principles of Assessment for Learning. The main function of assessment is to contribute to the learning process and to enhance student achievement.

Aims

Assessment for Learning should:

- be part of the daily classroom practice, as well as taking place over time through students' work;
- inform teachers' planning by ensuring that lessons build on what students already know;
- provide students with constructive feedback, either verbally or in writing;
- encourage students to develop skills of self-assessment in order to become independent learners;
- take account of learner abilities; and
- promote commitment to learning goals and an understanding of how they are assessed.

Assessment

Assessment may take any of the following forms:

Summative

- At least once every half term, staff will complete a level/graded assessment of student work, but this should be used formatively by the teacher to give indications of further areas of improvement.
- Students will be assessed according to departmental policy.
- Years 7-10 will have an exam week where the majority of subjects will set a formal exam.
- Year 11 will sit mock examinations in November.
- Years 12 & 13 will be tested and examined throughout their course and sit mock examinations in January.

Formative

- Staff will assess/mark classwork and home learning in line with departmental policy.
- Students may either self-assess or peer assess work in line with subject-specific criteria.
- Assessment takes place throughout the lesson through verbal, written, observation, mini plenary and plenary.

Marking

Students' work should be marked in line with the aims for Assessment for Learning and departmental policy. Translated into practice this means:

- Where students' work is marked by the teacher, feedback will be predominantly provided by way of comments, providing constructive feedback on student successes and a subject-focussed



target is written to help students know what they need to do to improve. It is not expected that teachers will mark every piece of work completed by students. In many cases, peer and self-marking may be more appropriate to the task in question. However, both class work and home learning should be marked regularly in order to provide students with feedback. Individual departments should set out guidelines for the frequency of marking within their own assessment policies, taking account of the year group in question and the frequency of lessons in their subject

- Controlled assessment/coursework will be marked in line with exam board and internal deadlines and be ready to be presented for moderation
- Marking criteria should be explained to students in advance so that they understand their current level of attainment and what needs to be done to improve.
- Numerical marking should be used only where there is clearly something to count or as exam level marking.
- Grades A-G or 9-1 should only be used for marking at KS4/5 and should refer to GCSE, AS, and A2 grade criteria.
- At KS4 & KS5, BTEC marking will use the Pass, Merit, and Distinction criteria.
- Literacy should be checked by all staff in line with the Whole School Literacy policy.

Recording

- Teachers should use baseline data such as prior attainment and student targets, SEND and medical details to inform their planning and assessment of students' work. This information will be provided to staff.
- Teachers should record student achievements systematically throughout the year as agreed by departmental policy.
- Teachers should record either a level or working-at grade for students on the central system three times a year and keep a copy for their own records.

Reporting

- All students receive a termly report in which their Effort, Behaviour and Home Learning are graded on the following scale: 'Excellent', 'Good', 'Less than expected', 'Concern'. An accompanying written comment will be included if either of the latter two grades are used. One of these reports will contain a written comment from each subject area.
- The termly report must include a subject level (Key Stage 3) or GCSE grade (Key Stage 4) alongside an end of year target (Years 7 & 8) or end of Key Stage target (Years 9, 10 & 11).
- The full report should highlight areas where the student has been successful and made progress and give concrete targets for improvement. Whilst teachers should say something positive about the student there is no point in giving a falsely rosy picture if there are genuine concerns.
- At KS5, students will receive a combination of snap shot and full report. They will also have a UCAS reference written for them where appropriate applications have been made.



APPENDIX 3: Home Learning Procedure

What is "Home Learning"?

"Home Learning" is any work or activity which students are asked to do outside lesson time, either on their own or with parents or carers. It is an essential part of the learning process and we place a strong emphasis on it at Beaumont. Staff are required to set and assess appropriate home learning on a regular basis. All students across the age and ability range are expected to complete home learning tasks. Parents/carers are encouraged to take an active role in the process.

Principles

We believe that home learning plays an important part in students' learning because:

- it encourages students to develop the skills, confidence and motivation to study effectively on their own – this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom;
- it extends school learning, permitting more rapid progress to be made in school;
- it makes use of outside interests and resources; and
- it may involve parents/carers and other adults in students' work, improving home-school and community-school links.

Guidelines to staff

Home learning should be:

- of quality rather than quantity;
- integrated into the departmental scheme of work where possible;
- set regularly in line with department policy and according to the school's agreed timetable with reasonable deadlines;
- assessed, where appropriate, within a reasonable timescale and returned to pupils with relevant help and guidance in line with departmental policy;
- followed up if not completed by the teacher in line with department policy; and
- set for pupils with long-term absence or who are excluded.

Home Learning tasks should:

- be varied and purposeful and not regularly used simply for "finishing off" work begun in class;
- be differentiated, where necessary, so that they are achievable by all students;
- be set well in advance of the end of lessons or at the start of a lesson to ensure that there is sufficient time for clear explanation and recording; and
- positively encourage the support and involvement of parents/carers and others with whom students have contact outside school.

Home Learning tasks could include:

Investigations	Interviews	Essay writing
Research	Reading	Drafting
Visits eg public library	Watching TV programme	Report writing
Simple experiments	Listening	Using ICT
Projects	Memorising	Improving keyboard skills
Designing/making	Revision	Drawing



Frequency

In Years 7 and 8, the pattern of home learning is set by a home learning timetable which accommodates, as far as possible, the needs of all subjects, prevents too much or too little home learning being set, and allows pupils to predict their future workload and plan for it. Where a subject has two home learning slots per week, staff may set two shorter tasks or one longer one. Staff should use the guidelines below regarding the recommended length of home learning and clearly explain to students how long a piece of work ought to take. It is recognised that actual completion times will vary by students and by subject.

Year 7-9

Home learning will consist of: two or three subjects per night, 20 minutes each in Year 7, building up to 30 minutes in Year 9.

Over the course of Key Stage 3, home learning should prepare students for the demands of the GCSE courses.

Years 10 & 11

There is not a set home learning timetable, but each subject should set in the region of 60-90 minutes per week, as appropriate. Staff have increasing flexibility to negotiate handing-in dates with their classes. GCSE controlled assessment/coursework should be integrated into the home learning pattern as far as possible.

Years 12 & 13

There is not a set home learning timetable, but each subject should expect students to spend as much time outside lessons, completing home learning and wider reading, as they spend inside lessons.

Monitoring

Completion of home learning is checked in the first instance by the subject teacher and non-completion is followed up. Form Tutors check that home learning is being set regularly and sign the students' planners. The quality of home learning set by staff and its assessment are monitored by the Heads of Department. Heads of Year monitor the amount set for individual students. The Leadership Team monitors the process and ensures that this procedure is being applied consistently.

Coursework /Controlled Assessment

Staff are required to outline coursework/controlled assessment to students well in advance and set reasonable deadlines. They should also check that interim deadlines are met to ensure that work is not left until the last minute. A coursework/controlled assessment calendar is compiled at the beginning of the academic year for Years 10 and 11 to inform staff, students and parents of the deadlines. The course information booklets contain further information.



APPENDIX 4: Guidance on the Coverage of Issues of a Sensitive or Controversial Nature

The following issues of a sensitive or controversial nature have been identified as issues that may potentially arise during the course of lessons. No order of priority is implied. These issues might arise through fact-based topics, individual pupil responses in creative work, or through written (fiction or non-fiction) and visual material used to stimulate pupils' thinking. The list is not exclusive but serves to indicate the breadth of the issues concerned. The guidance relates to all subjects.

1. Significant events in individual or family life

- Death in wartime (e.g. Holocaust, WW1/2, Falklands, Gulf War, Afghanistan)
- Teenage pregnancy
- Abortion
- Terminal illness
- Eating disorders
- Divorce
- Adoption

2. Historical events which affect modern society

- Colonial history e.g. slave trade

3. Current issues in modern society

- Political beliefs, especially those regarded as "extreme"
- The multicultural society and issues of equal opportunity
- The effects of stereotypical thinking, e.g. gender, race and disability
- The effect of new technology, e.g. the Internet, genetically-modified food
- The potential of new scientific knowledge, e.g. embryology, infertility
- The portrayal of sex and violence in the media
- Censorship and free speech
- Sexuality

4. Human behaviour

- Crime and punishment, especially murder, violence and sex offences
- Alcoholism and drink driving



- Drug abuse
- Bullying
- Bringing up children
- The use of language which might be regarded as foul and abusive

5. Issues potentially affected by religious belief

- Marriage and relationships
- Death and bereavement
- Vocation
- Euthanasia
- Abortion
- Science – evolution
- RE-evolution/creation
- Medical treatment

Guidance for Heads of Subject

- The content of schemes of work should have a clear rationale. Where sensitive or controversial issues are addressed, balanced coverage should be given as appropriate.
- The content of schemes of work should be discussed with the department's line manager and reviewed from time to time as part of the natural review and development cycles for the subject.
- Particularly difficult issues should be drawn to the attention of the headteacher and the Community, Teaching and Learning Committee, and mentioned explicitly in the department's public documents such as options or course information booklets.
- In cases where a potential difficulty arises, action should be taken to minimise any difficulties for an individual student in the process of delivering the school's agreed curriculum to all its students.

Guidance for Pastoral Staff

- Where a head of year or form tutor receives information that may affect an individual student's response to any aspect of the curriculum, the appropriate subject teachers should be informed, preferably with the knowledge and consent of the parent(s) and/or carer(s) concerned.



Guidance for Subject Teachers

- Teachers should alert a class to the fact that a sensitive issue is to be considered before the work begins and remind students of the clear rules and expectations of their behaviour and response. Firm and fair action should then be taken against any student not complying with these reasonable expectations.
- Teachers should be sensitive to good practice in conducting open classroom discussion and, for example, no student should be forced to speak or write about personal or family circumstances. Lesson planning should be of high quality with contingency plans made for a range of possible outcomes.
- Before delivering units of work for the first time which address sensitive issues, teachers should, if necessary, seek the advice of more experienced colleagues or undertake any necessary extra training.