



JFS School

The Mall, Kenton, Harrow, Middlesex, HA3 9TE.

CURRICULUM POLICY

incorporating teaching, learning, homework and assessment

Reviewed in Summer 2019 & Ratified by CSWAB 29.04.19

Next due for review in Summer 2020, subject to intervening legislative changes

1. INTRODUCTION AND AIMS

This policy aims to reflect our school's motto **ORAH VIYKAR** and its intention to offer the highest quality of teaching and learning, which will equip students for life in their community, modern Britain and the wider global society.

This policy outlines good practice and the continued pursuit of excellence in all areas of school life. It clarifies the expectation that the School has for staff and students to ensure that our students learn and make progress in every lesson and over time.

This policy accords with the expectations placed on all teachers in the National Teachers' Standards: see the overview of these in Appendix A.

This policy should be read in conjunction with the Marking and Feedback and Relationship and Sex Education policies.

Our core principles are:

- 1.1 Although we do not impose a preferred teaching style, all sequences of lessons should be designed to maximize effective learning and inspire amongst students a positive work ethic, taking full account of the range of different abilities and needs amongst the students.
- 1.2 Progress is actively planned for in order to maximize achievement and attainment.
- 1.3 Learning activities should meet the specific needs of individuals and all groups of students as identified by assessment and other data and taking account of their individual aspirations, interests, needs and abilities.
- 1.4 Teaching, learning and assessment should ensure that students are:
 - Active, creative and independent learners who strive to achieve their best at all times.
 - Highly literate and numerate with well-developed listening and speaking skills.
 - Able to apply their skills, knowledge and understanding to all areas.
 - Aware of what is required to live safe and healthy lives.
 - Understand a broad range of cultures and how they interact.
 - Possess an informed perspective about the role of the individual within the community and the wider world.

- Ready for their future opportunities, experiences and responsibilities whether these are in the next stage of their education or in the workplace.
 - Ready to play an active and positive role in an increasingly technologically dependent world.
- 1.5 Students will receive regular detailed formative and summative assessment feedback, both written and oral.
 - 1.6 Students will play a key role in assessment, by reflecting on their own work and progress and on the comments made by their teachers.
 - 1.7 Teachers, working within and beyond their departmental areas, will identify and share good practice in teaching and learning across all curriculum areas.
 - 1.8 Homework will be set to nurture curiosity, extend learning and support the development of knowledge and understanding.
 - 1.9 Parents should 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.

2. RESPONSIBILITIES

Governors Responsibilities

- Establish the strategic vision and direction for a broad and balanced curriculum which will include Jewish Studies.
- Ensure that the curriculum reflects statutory requirements.
- Require a rigorous analysis of student progress and attainment information with comparison against local and national benchmarks and over time.
- Ensure as far as possible that the School has effective curricular resources for learning.
- Oversee plans to ensure that key duties are undertaken effectively across the School such as inclusion, special education needs and disability (SEND), and monitoring and overseeing the impact of student premium and other targeted funding streams.
- Ensure that spiritual, moral, social and cultural (SMSC) development is effectively promoted and ensure that there is an effective programme for sex and relationship education.
- Arrange this in consultation with the Headteacher in accordance with the School's religious ethos.

Senior Leadership Teams (SLT) Responsibilities

- Ensure that a culture of highly effective teaching and learning lies at the heart of the School.
- Establish effective plans for teaching and learning priorities in accordance with the agreed guidance of the governing body.
- Develop effective continuous professional development (CPD).
- Quality assure Schemes of Work, and regular monitoring through work scrutiny and sampling.
- Quality assure of teaching and learning through learning walks and coaching.
- Oversee management of performance over time in line with the Teachers Standards.
- Ensure the delivery of a broad and balanced curriculum.
- Communicate effectively with all stakeholders.

Middle Leadership Responsibilities

- Develop a culture of highly effective teaching and learning in accordance with whole school priorities.
- Communicate the vision and strategies for improvement to teaching staff.
- Develop and promote effective programmes of study and detailed schemes of work.
- Monitor and embed new initiatives.
- Provide support to teachers.
- Ensure consistency of practice.
- Embed effective approaches to the curriculum and assessment to support student progress and learning.
- Support and challenge teachers through lesson observations, work scrutiny, and the celebration of the work undertaken by students in their lessons.
- Oversee and improve the quality of curriculum being delivered.
- In consultation with the SLT, ensure that subject areas are provided with effective resources for learning.
- Assist in the analysis and interpretation of data on students' performance against school expectations and other comparative data, and arrange suitable interventions as appropriate.
- Take an active role in the annual departmental review.
- Ensure that members of the teaching staff follow the agreed marking, feedback and assessment policies.
- Assist in the management of external examinations, assessment exercises or tests, and ensure that these are moderated so that all students are assessed at the same standard.
- maintain centralised records of the levels attained throughout the year.

Teachers' Responsibilities

- Consistently deliver engaging, well-planned, differentiated lessons that allow all students to make at least good progress.
- Be responsible for the progress of all students in their class to ensure students make at least good progress.
- Engage with the Seven Principles of Expert Teaching (Appendix B)
- Ensure that work is marked in accordance with marking and feedback expectations.
- Provide the subject leader with records of scores and grades attained throughout the year.
- Ensure that student-friendly assessment is used regularly in lessons.
- Set regular and meaningful homework.
- Provide opportunities for students to apply and develop their literacy.
- Work collaboratively by identifying and sharing good practice across all areas of the curriculum.
- Be open to professional development, regardless of the stage of your teaching career.
- Listen to student views and be open to their opinions.

Students' Responsibilities

- Follow the Code of Conduct and respect the rights of other students and adults in the School.
- Students should ensure that their work is presented clearly, neatly, coherently and effectively.
- Show a positive attitude towards learning, act on feedback from teachers about how to progress further in their learning with high aspirations to becoming independent and collaborative learners.

Responsibilities of Parents, Guardians and Carers

- Support the School in maintaining an orderly learning environment and fulfill their responsibilities as laid out in the Home School Agreement and support the School in ensuring that their child is learning appropriately both at school and at home.
- Regularly review SIMS Parent App and Show My Homework.
- Engage positively with the School to resolve any difficulties regarding their child.
- Attend events such as parents' evenings.

Form Tutors Responsibilities

- Contribute to and monitor the progression and well-being of individuals in their tutor group and provide advice and support to students socially, pastorally and academically.
- Monitor behaviour, home learning, rewards and sanctions, uniform, punctuality and attendance.
- Encourage and develop the ability of students to evaluate and take responsibility for their own learning
- Monitor the academic progress and attitudes of individual students.
- Help to advise students at key transition points in their school career.

Heads of Year Responsibilities

- Monitor and evaluate the overall experience of groups and individuals in their year groups.
- Set clear expectations for the use of tutor time, monitoring the work of tutors and the quality of tutor time.
- Monitor the progress and potential of the year group through progress tracking meetings, using student data to identify areas of underachievement and plan interventions.
- Maintain an overview of the experience of students in their year group, including through monitoring rewards and sanctions.
- Monitor attitudes to learning, including through attendance and homework.

3. CURRICULUM INTENT

The School curriculum aims to give students a broad and balanced learning experience, building linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills.

The curriculum at all Key Stages aims to reflect the learning ideals of the school as outlined in its Mission Statement.

Students should receive a curriculum offer that is:

- **Balanced** – Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.
- **Rigorous** – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.
- **Coherent** – Makes explicit connections and links between the different subjects/experiences encountered.
- **Vertically Integrated** – Focuses on progression by carefully sequencing knowledge; provides clarity about what “getting better” at the subject means.

- **Appropriate** – Looks to avoid making unreasonable demands by matching level of challenge to a student’s current level of maturity/knowledge.
- **Focused** – Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.
- **Relevant** – Seeks to connect the valued outcomes of a curriculum to the students being taught it; provides opportunities for students to make informed choices.

The Assistant Headteacher (Teaching and Learning) will be responsible for overseeing these principles.

https://leadinglearner.me/2019/04/03/7-principles-of-good-curriculum-design/amp/?_twitter_impression=true

British Values and Preparation for Life in Britain

Wherever possible, the curriculum at JFS aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty. Further information on this can be found in the document British Values Statement. Beyond timetabled lessons, students are given many opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future.

4. CURRICULUM IMPLEMENTATION

Curriculum in KS3

This is designed to provide a broad, balanced and comprehensive curriculum that provides a clear transition between primary and secondary school. The curriculum ensures that students experience a range of subject areas to inform and inspire their learning. Bandings for subjects are organised to plan for and deliver appropriate challenge and progression.

Students cover a broad and balanced curriculum. There is a core programme of English, Maths, Jewish Studies, Science, History, Geography, Ivrit, French or Spanish, Art, Music, Technology (Food, D&T and Textiles), Computing, PE and PSHCE.

In Year 7, students study the core programme and study French or Spanish. Ivrit can be studied at GCSE level for those fluent in the language.

In Year 8, students study the core programme and study French or Spanish. Ivrit can be studied at GCSE level for those fluent in the language.

In Year 9, students start the GCSE Maths course. They are also able to select two of Art, Music and Technology thereby allowing them to focus on additional curriculum time on their preferred subjects. Our top linguists have the option to pick up French/Spanish – whichever they have not studied in years 8 and 9 – in lieu of a second CTAM subject.

There is an extensive informal Jewish education programme and extra-curricular provision for KS3 students.

Curriculum in KS4

It is important that all our students continue with a broad and balanced curriculum at Key Stage 4 and in designing the Key Stage 4 curriculum we aim to meet the requirements of the National Curriculum and also provide an inclusive curriculum for our students.

JFS expects students to complete 9 or 10 GCSEs:

- English Language and English Literature
- Maths
- Science (Double)
- Religious Studies
- 3 x options

The options will, usually, reflect a broad and balanced curriculum comprising a language, a humanities and an arts subject. In so doing, students will complete all the buckets of Progress 8. Students may opt for two Humanities and, in rare circumstances, may do two arts subjects. We highly recommend that students take a language but recognise that for some students this is not in their best interest.

In addition to traditional GCSE options JFS offers some vocational programmes. The school commits to ensuring that any such programme has formal accreditation commensurate with other Key Stage 4 qualifications.

Where there are special educational needs and/or exceptional medical reasons, students may not do all 9/10 options. In such cases, students are likely to be allocated time with 1:1 support, catch up work, independent study or support within the inclusion room as appropriate to their needs.

In the most exceptional of circumstances, and by agreement of the school only, students may stop studying a subject mid-way through a course. Such decisions will be based on any special educational needs and/or medical reasons and a review of the student's data (progress, attainment, attendance, and approach to learning and so on). Explanations such as a student needing to study for their other subjects or because they no longer enjoy a subject are not considered reasonable. Any decision to be withdrawn from a subject may only be confirmed by the Deputy Headteacher (Curriculum).

Students may study for an additional GCSE (e.g. Astronomy, Ivrit (a year early) and Sociology). These are not considered to be part of the core offer of 9/10 GCSEs.

Additionally, students have access to a rich and broad range of extra-curricular opportunities and academic/pastoral support.

Curriculum in the Sixth Form

In the Sixth Form, we offer an unrivalled range of subjects.

Students study one of four pathways:

- Pathway A – A Level programme
- Pathway B – BTEC programme (Business, Media, Applied Science and Food Science)
- Pathway C – CACHE Childcare Course
- 3-yr Pathway – Technical Certificate: Business Enterprise

The Sixth Form at JFS offers a variety of pathways for students depending on their GCSE performance and/or their intended career choice. As with all other Sixth Forms, pathways and subjects will only be available if there is sufficient uptake.

Students starting in Year 12 in September 2019 will be required to study three A Level subjects (or the equivalent). Students wishing to study further mathematics may choose this as a third or fourth subject. To provide the student with a greater breadth of progression choices, we recommend this is a fourth choice. We also offer students a three-year pathway for those who did not achieve a level 4 in GCSE English or mathematics.

In addition to their chosen subjects, students are also required to take an active part in the Jewish dimension of the school as well as in the enrichment activities and courses on offer. Sixth Form students have a compulsory double lesson of recreation, during which time they opt to participate in one of the activities available. These options include: volunteering (Gift, NEXT (Jewish Community Ambassador Programme), art, computing, debating, photography, newspaper and sport, in which we recommend all students participate.

Sixth Form students play a significant role in the life of the school beyond their studies and are role models for the younger students.

Students receive guidance towards higher education, apprenticeships or entry into the work place according to their pathway and personal preferences.

There is a comprehensive and integrated Jewish Studies programme in the Sixth Form which provides a range of options for students to choose from. Students in the Sixth Form also take part in a wide range of non-qualification activities designed to support them in making a positive contribution to wider society including, but not exclusively, sport, volunteering and business.

5. CURRICULUM IMPACT

The impact of the curriculum will be reviewed on an ongoing basis and will include:

- GCSE results analysis
- A Level results analysis
- Vocational results analysis
- Termly analysis of in-year data for Years 7-13
- Progress reports by subject, student and groups of students

However, we recognise that impact is not just about results. The impact may also be seen through a range of indicators, some of which better lend themselves to measurement than others. These may include but are not limited to:

- Participation in school events
- Participation in extra-curricular activities
- Success in non-examination internal and external opportunities (e.g. DofE, Maths Challenge, Young Enterprise, Music for Youth etc)
- Wider contribution to the school
- Wider contribution to the community

6. SEND and EAL: see also separate SEND and EAL policies

Core principles applied to teaching, learning and the curriculum:

- Provide an inclusive curriculum that is accessible to all our students.
- Effectively deliver differentiated and inclusive learning objectives for all our students.
- Carefully consider the needs of our students.

- Have systems in place to identify where support is needed or intervention is needed to improve learning.
- Work in collaboration with external specialists and parents.
- Continue to update best practice and methods to support students with SEND or EAL.
- Provide high quality provision to meet the needs of our students with SEND or EAL.
- Focus on inclusive practice and removing barriers to learning.
- Enable staff to deliver highly effective and supportive teaching to all students and groups of students.
- All SEND students will be encouraged, where appropriate, to enter for public examinations. JFS ensures that such students receive every support they need in order to achieve this as required by the Joint Council for Qualifications (JCQ) Regulations and Guidance Relating to Candidates with Particular Requirements.

7. Marking, Feedback & Assessment: see Appendices D, E and F

Expectations for marking, feedback and assessment should take into account workload for teachers as well as providing students with appropriate, meaningful feedback.

Core principles:

In order to offer the highest quality guidance and feedback, which will equip students to understand how to make progress, the School will train all staff through on-going professional development to ensure this is achieved in line with the National Teaching Standards.

We will:

- Promote good progress and outcomes by students
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Marking is the responsibility of the class teacher.
- Work should be assessed on a regular basis and clear and appropriate records kept.

8. Homework: see Appendix C - Core principles:

- Raise the standard of achievement.
- Provide opportunities for students to work independently and to take responsibility for organising their work.
- Help students recognise the link between good study habits and higher standards of achievement with the aim of developing good study habits for their lives.
- Check that students have understood class work so that homework is relevant and/or reinforced which should consolidate or extend work covered in school.
- Prepare for future lessons.
- Give time for more extensive coverage of the curriculum, through integrated planning of class work and homework.
- Help parents understand what their children are learning in school and to encourage them to support them in that learning.

APPENDIX A

DfE Teachers' Standards, June 2013: Overview

PREAMBLE

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's Behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the School.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

 **TEACHING AND LEARNING**

Expert Teaching Requires...

A positive Behaviour for Learning environment ←

So that ...

Students feel safe, supported and motivated and enthused about their learning and about their relationships with the teacher

Challenge ←

So that...

Students have high expectations of what they can achieve

Explanation ←

So that...

Students acquire new knowledge and skills

Modelling ←

So that...

Students know how to apply the knowledge and the skills

STUDENTS ENGAGE IN DELIBERATE PRACTICE ←

Questioning ←

So that...

Students are made to think hard with breadth, depth and accuracy

Feedback ←

So that...

Students think about and further develop their knowledge and skills

PLEASE NOTE THAT SECURE SUBJECT KNOWLEDGE UNDERPINS ALL OF THE ABOVE ELEMENTS.

SEVEN PRINCIPLES OF EXPERT TEACHING

The first principle is **Behaviour for Learning**. As much as possible, teachers need to set the right conditions for a positive learning environment enabling a respectful and courteous relationship between teachers and students.

Challenge is the driving force of teaching. Only by giving students work that makes them struggle and takes them in to the 'Stretch' zone, will we be able to move students beyond what they know and what they can do now. It is important to have the highest possible expectations of them.

Challenge then informs teacher **explanation**, which is the skill of conveying new concepts and ideas. The aim is to make abstract, complex ideas clear and concrete in students' minds. This can be deceptively hard to do well.

Modelling is a vital tool which helps to break down explanations. It involves 'walking' students through the task/procedure. This enables teachers to demonstrate the procedure and thought processes they will soon apply themselves. It often involves the use of exemplar work.

Once these steps have been covered, students need to **practise**. Without practice, student learning will be patchy and insecure. They need to practise and they need to practise many times – with the aim that they will make marginal gains – with each attempt.

Deliberate practice* is the hinge point upon which the vast majority of the other principles / strategies turn (excluding Behaviour for Learning perhaps). This is because it helps to develop skills, understanding, knowledge and, in doing so, something else that is fundamental to learning – memory.

Students also need to know where they are going and how they are going to get there. Without **feedback**, practice becomes little more than task completion. Feedback is vital in guiding students on the right path. Moreover, the feedback we receive as teachers helps us to modify our future practice. And so the cycle continues...

Finally, our last principle is that of **questioning**. Like explanation, questioning is a skillful art. It has a range of purposes: it allows us to keep students on track by testing for misconceptions and it can promote deeper thought about the subject content – hence linked to challenge.

APPENDIX C

Homework Guide Overview

Homework is work that is set to be done outside the timetabled curriculum. It typically contains an element of independent study in that it is not usually directly supervised by a teacher.

It is important in raising student achievement. Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

Homework requires careful planning on the part of teachers and subject leaders together with careful integration into the scheme of work of each curriculum area.

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

Homework may be or involve:

- Independent learning
- Consolidation of work done in class (as opposed to the continuation of unfinished classwork)
- Specific preparation for forthcoming lessons
- Practice
- Completion of coursework assignments
- Research
- Reading
- Interviews
- Artistic and creative work
- The effective use of ICT
- Recording

What should be considered when setting homework?

Planned and focused activities are more beneficial than homework which is not linked to class activities or irrelevant to learning outcomes.

It should not be used as a punishment or penalty for poor performance.

A variety of tasks with different levels of challenge is likely to be beneficial.

The quality of homework is more important than the quantity.

Students should receive feedback on homework which is specific and timely.

There should be a clear purpose for the homework set and this should be communicated to the students.

How parents may monitor the homework set

Show My Homework is a simple homework calendar the School will be using to ensure homework is set and communicated with parents across the School. Teachers can use it to set homework quickly and ensure the learners and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

How can homework be accessed?

Homework can be accessed by teachers, students and parents in the following ways:

Please go to <https://jfs.showmyhomework.co.uk>

No login required to see the School homework calendar. You can see homework that is set across the schools and then use the filters to find what you are looking for.

A personalised homework calendar is available for all users including students and parents. Once you login, you can only see your own homework schedule.

There are iPhone and Android apps available for free for students and parents.

The Show My Homework service is available and works on all devices using a modern browser such as IE 8+, Safari, Chrome and Firefox.

APPENDIX D

Marking, Feedback and Assessment Expectations

Rationale

The School aims, through excellence, to educate its students to their full potential.

Every student is therefore entitled to an assessment process which enhances their learning.

Marking is the responsibility of the class teacher.

Work should be marked on a regular basis and clear and appropriate records kept.

This part of the policy is also mindful of the expectations placed on all teachers in the National Teacher Standards with regard to assessment, feedback and marking, especially:

- Promote good progress and outcomes by students.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects and curriculum areas they teach, including those related to public examinations and qualifications.

The importance of oral feedback:

We aim to develop the use of verbal feedback and student responses to achieve the following objectives:

- Reduce the quantity of written feedback and instead, provide instant oral feedback in lessons, noted by the students.
- Develop an ethos in which teachers can focus on the learning of the students
- Foster targeted talk about knowledge and skills.
- Encourage students to think about where they're going, how well they are getting on and what's next.

Key Principles

Key principles for marking and feedback are:

The sequence and structure of assessment and feedback will be designed to support good progress for all students and an improved work-life balance for teachers.

Formal regular assessments will take place within guidelines agreed for each subject area.

Departmental moderation will be used to ensure the accuracy of assessment data.

Departments must designate specific work to be marked in detail: such marking should support students in completing formal assessments or help them to make progress in the next formal assessment that they will complete.

Classwork and homework should be acknowledged and feedback should be given on a regular basis (this includes checking student folders).

Work which shows the outcomes of learning must be acknowledged in some way through one of the following:

- Self-assessment
- Peer assessment
- Oral feedback
- Whole Class Feedback
- Tick/brief comment during lesson to indicate seen
- In depth marking and/or feedback (as below)

Teacher marking should be completed in red pen; peer or self-assessment should be completed in green pen.

Written feedback must be given in clear handwriting and neatly presented.

Independent working is to be encouraged at all points, giving students opportunities to use each other as resources for learning and sharing feedback (See appendix 7d for examples and strategies).

Students are expected to follow the presentation guidance.

Work to be marked in detail should follow whenever sensible and possible the format of:

- What Went Well (or words to that effect): *include positive comments where appropriate, and explain why the work was good*
- Even Better If (or words to that effect): *write a specific comment about what needs to be done to improve the work, based on specific assessment criteria, objectives or their target grade/level. This may also include a model to scaffold improvement.*

Dedicated Improvement & Reflection time

Students must have the opportunity to comment and act on the targets set. Opportunities to share written or verbal feedback should be planned into the curriculum and time should be allocated in lessons for this to take place. It is expected that the student engages with the teacher feedback and their response should be evidenced. Improved, developed or re-drafted work which is a response to feedback, written or oral, should be clearly identified. This is essential to maximise the impact of marking and in making marking a productive dialogue between teacher and student.

Subject specific Policies

Each department or subject area should have a separate marking and assessment policy to supplement the whole school policy. This policy should include details of:

- Work which will be marked in **detail**
- Details of the marking policy during teaching related to coursework
- Criteria by which students' work will be assessed
- The systems which ensure consistency of teachers' assessments within the department
- Record-keeping and how the department uses student records to inform progress, planning and reporting

Monitoring

It is the responsibility of SLT and middle managers to ensure that all class teachers mark work on a regular basis, and keep clear and appropriate records.

The quality of marking and feedback will be monitored by all staff via book look exercises and quality assurance exercises. This may involve looking at a selection of exercise books or work samples to assess the impact and effectiveness of marking and feedback.

The outcomes of book looks and work scrutinies will be shared with subject areas and individuals and may inform part of the performance management process.

Assessment data will be used to identify underachievers and intervention strategies should be led in departments.

Further information can be found in the Marking and Feedback Policy

APPENDIX E

Notes on Good Practice: Increasing the impact

Instead of...	The teacher...	The student...
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 review highlighting two 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 the areas of the work where the areas of strength are apparent and where improvements need to
Writing extensive comments	Only gives one strength and one possible improvement: WWW EBI	Works to “close the gap” on the one issue identified
Writing “well done you have...” next to good aspects of the work	Puts a double tick next to the best parts of the student’s work	Adds the reasons for any double ticks given
Marking every question in detail	Only marks the highlighted questions in detail. Only mark where your marking will have an IMPACT!	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over this question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or next step	Completes the correction
Correcting the work when a student makes a little mistake	Writes WWWT? (What’s Wrong With This?) or RTQ! (Read The Question!)	The student makes their own correction
Marking only extended pieces of work	Reviews in class students’ initial plans for this work prior to marking the extended piece of work	Does not hand in rubbish!
Giving back work and moving straight on	Give students DIRT (Dedicated Improvement and Reflection Time) to “close the gap” and make the marking worth it	Reflects on the marking and makes improvements
Writing comments that the students don’t read	Ask students to put a tick next to the comment if they know how to improve and a ? if they don’t.	Work in pairs to resolve any of the question marks
Writing a grade or mark which is the only thing the students read	Don’t put a grade on unless it’s a summative assessment – if it’s formative the only thing that’s important is learning to improve	Focus on formative assessment and improvement not grade chasing and within-class comparisons

APPENDIX F

Giving students more responsibility and promoting independent learning.

To help advance their own learning and that of others, students need to:

- Recognise where they are in their learning
- Decide where they want to go
- Identify a way to close the gap

Usually it is teachers who take the responsibility for providing this, but students can develop the ability to reflect on their own learning and each other's learning when they are provided with appropriate guidance and structure.

Prerequisites

In order to activate students as instructional resources for one another and as owners of their own learning then:

Teachers need to

- Believe that ability is incremental rather than fixed so that students can advance their learning
- Provide structured opportunities for students to work in pairs or groups

Students need to

- Develop thinking about their own learning
- Identify and understand where they are going and what successful performance looks like

Students need practice applying evaluation criteria to their peer's work before reflecting on their own learning. Applying evaluation criteria to a peer's work is less emotionally charged and can help students to gain a clear understanding of the criteria for success before reflecting on their own work.

Benefits

When students take ownership of their own learning within both independent and collaborative contexts, there are many clear benefits including:

- Self-assessment improves perseverance, self-belief and achievement which all help to develop life-long learners
- Peer tutoring benefits both tutor and tutee: the process of explaining entails the peer tutor in thinking about the work and presenting in new ways. The resulting clarification of the work can develop deeper understanding for both students.