

St Peter's High School

Improving Teaching and Learning

Target: Grade One standard at OfSTED in Autumn 2012 or earlier.

School homework policy

All pupils will receive twelve homeworks per year in each of their curriculum subjects.

Pupils will be given between a week and a fortnight to complete each homework. The length of each homework will reflect the curricular time allocated to the subject. (This would mean that to complete a homework in a core subject like maths or English, pupils would have to spend between one and two hours.)

Homeworks will be completed in dedicated homework books which will be marked and assessed regularly showing clear advice for improvement and targets in the teacher's comments. Teachers will use the 'to improve' stamp system to highlight 'assessment for learning'. Parents will be asked to sign the book to show that they are overviewing their children's work.

The twelve marks will be entered on the school's SIMS system using an MTR page.

Teachers will also be free from time to time to ask pupils to spend short amounts of time preparing for lessons in their own time.

Departments will have prepared their own policy for the implementation of this scheme within their own subject areas. This will enable them to reflect the needs of their own subject disciplines while keeping to the school's guidelines.

School teaching and learning policy

In an outstanding lesson:

Students should be taught how to learn and how to reflect on their learning. Learning journals have a place in this reflection.

Learning objectives will be shared and reviewed with students. (If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it.)

Learning objectives could be explicitly displayed on the board or stated orally; they could be written in exercise where the pupils can in due course comment on their own achievement.

Students will understand how the learning harmonises with other lessons or with a scheme of work.

Time-keeping will be exemplary and punctual.

There will be a clear start.

There will be a clear finish, including, usually, a review of learning objectives, some dialogue or activity regarding the content and theme of the lesson or some focused preparation for the next lesson.

There will be a mixture of activities including, usually, individual, small-group and whole-group work. Whole-group work should be used, amongst other things, at appropriate times in the lesson to check on progress and learning. Activities should be varied, engaging and appropriate to meet the needs of all students.

Questioning of the students to help learning will progress from 'description' questions to 'appreciation' questions and 'interpretation' questions.

The teacher will use questioning in an accomplished way to draw out knowledge, thought and understanding.

The teacher will explain tasks and aims by means of **dialogue** with the students.

The teacher will provide **reading and thinking time**.

The teacher will provide appropriate 'scaffolding' to allow all students to access the learning.

The teacher will **model** the work (eg through sharing students' work, working through examples, the use of guided writing, sharing planning and demonstrations)

The teacher will provide **formative feedback** to students both individually and as a group.

The teacher will **praise** good work in a serious way.

There will be an atmosphere of **mutual respect** and of a shared common aim.

ICT will be used appropriately.

Any teaching assistants will have a clear and purposeful sense of their specific role in helping all of the students to learn.

Any homework to be completed will be an integral part of the learning and not set at the end as an apparent after-thought.

A systematic approach to homework should support independent learning and not be entirely dependent on lesson content.

Clear, structured lesson plans using the school planning sheets promote learning.

Teachers striving to deliver regularly outstanding lessons will:

Mark students' work meaningfully and provide through 'assessment for learning' strategies individual targets for improvement.

Use marking and assessment as an ongoing input to subsequent lesson planning.

Teach in classrooms which **display** and celebrate students' work.