



Laurence Jackson School

A Specialist Sports College



High Quality Teaching, Learning and Assessment
"Improving Life Chances"

HIGH QUALITY TEACHING, LEARNING AND ASSESSMENT POLICY 2018/19

Headteacher Cathie Tucker

Date: September 2018

Chair of Governors: [Signature]

Date: September 2018

Next review date: July 2019

OUR VISION

Driving the development and implementation of this policy is the school's vision of creating 'An exciting vibrant learning community ... where we prepare all learners for the challenges of the 21st century and we strive to improve the life chances of all students'.

We believe...

At the heart of delivering this vision is our belief in the concept of lifelong learning and that learning should be a rewarding and enjoyable **experience** for all. Through our teaching we equip students with the skills, knowledge and understanding to prepare them for the challenges and opportunities of life in the 21st century. It is acknowledged while most learning takes place within lessons there are significant opportunities for learning outside of the classroom.

All members of staff, teaching and support are learners. All staff have a professional duty to strive to evaluate and improve their own practice. This means understanding both the teaching and learning process and building on students' skills, knowledge and understanding. Teachers are leaders of the learning environment facilitating all students to reach their full potential. In order to promote the learning process for teachers a well-developed CPD programme provides opportunities for the development of amongst other things pedagogical skills.

Our Aims

- to set high expectations for all students in order to raise their aspirations; and to raise standards of both teaching and learning.
- to provide a safe, stimulating learning environment for all students and teachers;
- to enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school;

At Laurence Jackson School teaching, learning and assessment is led by the deputy Headteacher who is supported by;

- SLT
- Subject Leaders
- Teaching and Learning Lead Practitioners
- Literacy Across Curriculum Leader
- Home Learning Leader

Effective Teaching and Learning

Effective Teaching

Effective teaching is practised by people who can be very different from one another. The ability to establish and maintain good quality relationships is crucial. Knowing what kind of people your learners are, and having some understanding of what they are thinking is essential. Effective teaching involves talking regularly with learners about their learning, and listening to them. Teachers have both the right and the responsibility to develop a climate in the classroom that supports both effective learning and teaching. No single style or approach to classroom organisation is best; however, effective planning and management are essential.

Effective teaching relies upon excellent subject knowledge. The learning environment, the resources and the planning influence the success of the learning outcomes. Teachers bring their own personal style, can use different teaching strategies and reflect on how they teach and the strategies they use most effectively.

Effective Preparation

Teachers have a responsibility to plan lessons:

- which allow students to progress in their learning
- where the learning objectives and differentiated success criteria are stated clearly
- which start on time and provide pace and challenge from start to finish
- which use plenaries to summarise learning, and help students to understand how to improve
- which allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application; which are differentiated for varying needs by task, resources, outcomes and/or method
- which use stimulating resources including use of e-learning, which are differentiated as appropriate to the students
- which use effective questioning to direct and challenge students
- which incorporate the school's Literacy, Numeracy and E Safety Policies which are enjoyable and interesting.

Schemes of Learning

Departments have schemes of learning in place to plan curriculum delivery and students progress. Schemes of Learning should be there to support teachers deliver the curriculum and provide consistency of experience for students. Schemes of Learning are not however intended to stifle teacher individuality and creativity. Schemes of learning include formative and summative assessment opportunities, summative assessment should align with the schools progress check assessment calendar. Home learning opportunities are in place to support high quality teaching and learning and compliment schemes of learning (a copy of home learning policy is available in appendix 1)

Contextualised Seating Plans

Contextualised seating plans are expected as part of high quality teaching and learning at LJS. The best planned learning activities can be undermined if the dynamics of a class are not conducive to learning. LJS uses “classcharts” software for seating plans and to support the application of the school’s Behaviour for Learning Policy.

Teaching Styles

Teachers have a responsibility to use strategies which:

- show enthusiasm for their subject and learning
- vary teaching styles and allow students to learn in their preferred styles i.e. visual, auditory or kinaesthetic
- allow students to work independently and collaboratively, in order to contribute to one another’s learning
- demonstrate and reinforce consistent classroom procedures with the implementation of the school’s Gold Standard, Behaviour for Learning (B4L), and rewards policies
- encourage students to demonstrate their skills through formal presentations, drama, debate and role play
- use others to deliver parts of the lesson (e.g. team teaching, lead lessons, other students, outside agencies).

Assessment, Recording and Reporting (please also refer to full Assessment Policy in later part of this document)

Teachers have a responsibility to:

- set and mark work, classwork and homework, regularly according to the school’s assessment and marking policy
- to submit assessment data as required with their data buddy (no data is inputted in isolation)
- use the analysis of assessment data to inform their teaching and support students’ progress
- use student data to ensure students are working to their full potential and set targets to achieve this; and inform parents and appropriate staff within the school of student progress by regularly reviewing student grouping and seating to promote effective learning.

The individual needs of Learners

Teachers should:

- be aware of the specific learning needs of their students e.g. gifted and talented, literacy, dyslexia; consult with the SEN Co-ordinator Teaching and Learning or the Most able and Talented Co-ordinator when appropriate
- work with Learning Support Assistants and other adults to ensure students are best supported in their learning
- use SEN support plans /EHCP as working documents.

Continuous Professional Development

At LJS we strive to provide excellent continuous professional development for all staff.

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- discuss teaching and learning with colleagues at both formal and informally held meetings in order to share good practice
- plan their own CPD needs in conjunction with their Reviewer as a result of the Appraisal process
- be encouraged to access the voluntary Teaching and learning CPD activities when appropriate during the school year.

In order to endure the consistent application of high quality teaching and learning LJS staff follow the Gold standard



LJS Teaching & Learning Gold Standard 2018

"Improving Life Chances"



What needs to happen before my lesson?

- **High Quality Schemes of Learning** with clear success criteria and identified assessment strategies.
- **Engaging learning activities/ tasks.** *Q. Do you share teaching and learning ideas as a department?*
- **Personalised approach to lesson planning to cater for all individual students.** *Q. Do you know the specific needs of all the students in your room? Do you know how to differentiate effectively for those students? Do you have a bank of differentiated strategies to support your planning?*
- **Assess → Plan → Teach.** *Q. Are your lessons planned based on previous lessons to cater for the current progress of the students?*
- **"Classchart"** seating plans should be used.
- **Ensure LSAs are involved in the planning stages** of your lesson so they are aware of what is expected of them.

What needs to happen during my lesson?

- **Prompt start / SIMS register / planner and equipment on desk.**
- **Bell/Starter task linked to prior learning or new topic.** *Q. Does your starter stimulate curiosity, interest and challenge in your students? – corporate slide must be used.*
- **Lesson objectives should be displayed** to students at the start of the lesson – corporate slide must be used.
- **Success criteria should be differentiated and must be shared** with students and modelled throughout the lesson. *Q. Do you know the difference between learning objectives and success criteria? Q. Do you use Blooms Taxonomy to support your writing of lesson objectives and success criteria?*
- **Lesson learning activities.** *Q. What are students learning as opposed to doing in your lessons? Q. If you asked students could they talk about what they are learning or could they simply describe what they are doing?*
- **Modelling new learning.** *Q. Do you model to students what is expected and give them time to practice?*
- **Use LSAs effectively to impact learning.** *Q. Do you communicate your lesson planning with LSAs?*
- **Encourage independence and incorporate student thinking time.** *Q. Do you build independent study strategies in to your subject teaching?*
- **Reading, writing and communication and numeracy opportunities** where appropriate.
- **Use various assessment strategies and targeted questioning** throughout the lessons to support learning and progress and inform future planning and teaching. *Q. How many forms of formative assessment strategies do you use? Q. Does your questioning technique make students think hard and allow you to assess learning? Do you incorporate learning checkpoints and mini-plenaries in to your lessons?*
- **Give effective feedback – verbal comments, written comments, peer and self-assessment.** *Q. Is there evidence that your feedback leads to student progress?*
- **Apply B4L consistently and praise students appropriately** using "Classcharts".
- **Plenary – review the success criteria of the lesson.** *Q. Does your final plenary allow students to reflect on their learning in relation to the success criteria?*
- **Home learning recorded accurately** by students. *Q. How effective is home learning to support schemes of learning? Does the homework you set support the progress of students?*
- **Calm, orderly dismissal.**

What needs to happen after my lesson?

- Use any assessment information gained to inform future planning and teaching; address misconceptions.
- **Assess/Mark → Plan → Teach.**
- Share success/ideas with colleagues]

Quality Assurance of Quality Teaching and Learning

A comprehensive review of teaching and learning takes place throughout the year as calendared below.

The aim is to:

- identify and share good practice through discussion and observation
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement
- track progress on teaching and learning issues identified in the School Improvement Plan
- identify key aspects of teaching for development by departments and for the whole school
- identify and support teachers by interventions from the Teaching and Learning Team; and
- standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

Example Quality Assurance Calendar:

Half Term	MONITORING TYPE
1	<u>Learning walk and work scrutiny focus: T & L Gold Standard</u> Observation of all new staff by end of September
2	<u>Departmental Reviews:</u> (23 November – 9 December) EDS led review will take place Wednesday 23 rd and Thursday 24 th November
3	<u>Learning walk and work scrutiny focus: SEN K / DAC student progress</u>
4	<u>Learning walk and work scrutiny focus: Middle ability students</u> <u>Student Shadowing:</u> Focus on DAC and SEN students (led by pastoral team)
5	<u>Learning walk and work scrutiny focus: Challenge in lessons / effectiveness of feedback</u>
6	<u>Departmental Reviews</u> 5 th June – 16 June (details to be confirmed)

Protocols for Monitoring Teaching and Learning

All leaders (SLT, Directors of Learning, Subject and Year Leaders) within the school are accountable for the quality assurance of teaching in their specific area and have a responsibility to ensure that regular monitoring, evaluation and review of teaching takes place. Subject leaders are responsible in the first instance for addressing any areas for development in their teams.

These protocols are provided to ensure that all monitoring of teaching at LJS are conducted in an effective and efficient professional manner. The underlying purpose of monitoring teaching is school improvement; it is about celebrating and informing others about existing strengths and about recognising areas that require development and improvement. Subject leaders are responsible in the first instance for addressing any areas for development within their teams.

Methods for monitoring teaching and learning over time include for example:

- Learning walks
- Lesson observations
- Department Review reports (twice a year)
- External Reviews
- Student outcomes and progress
- Work scrutiny evidence
- Student voice
- Student shadowing

Lesson Observation Protocol

To ensure that the experience of monitoring teaching is consistent, the following protocols need to be followed when conducting lesson observations as part of monitoring teaching over time.

- All new staff will be observed within the first two weeks.
- All staff will be observed at least twice a year during the department evaluation periods (more if necessary depending upon judgments made about the quality of teaching over time).
- Lesson observations and learning walks may be conducted by a maximum of two staff and where possible a subject specialist will be included.
- Staff are not required to provide any documentation prior to their observation although a contextualised seating plan provided to an observer is encouraged as good practice. Lesson Plan/ overviews are encouraged also when being observed by external advisors.
- Lesson observation will be a minimum of 20 minutes.
- No individual staff judgement criteria will be awarded for a lesson observation.
- Staff observed in a formal observation will receive verbal feedback within one working day on their strengths and areas for development in their observed lesson, with written feedback received in 5 days. Feedback is also linked to the DfE teaching standards.
- A standard lesson observation template will be completed by an observer and feedback will be provided to staff within three working days of an observation. As of September 2018 LJS will be using/piloting “lessons learned” software to support lesson observations.

- Staff will have the opportunity to reflect on their own practice and to identify what they need to do to develop their own skills through effective CPD.
- Lesson Observations and agreed actions should be retained by both parties to inform planning and development and a **completed copy to be forwarded to the subject leader and CPA** to support Appraisal and to support the monitoring of the quality of teaching and learning across the school.
- Please refer to Teacher Appraisal and Teacher Capability Procedures in case of any issues raised.

Learning Walk Protocol

‘Learning walks’ may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be developmental and constructive rather than judgemental and are a whole-school and department improvement activity.

Learning walks will take place each half term and will be completed by joint SLT members or by subject leaders. Learning walks will have set proformas to be completed by observers however not all criteria may be applicable or observed during the time period. As of September 2018 LJS will be using/piloting “lessons learned” software to support learning walks.

- 1 formalised learning walk must be completed by an appropriate middle leader for every member of department staff each half term.
- Joint SLT learning walks will also be conducted randomly to provide further standardisation of teaching and learning across the whole school.
- Learning walk template should be used however middle leaders are encouraged to address their own department development in their respective learning walks
- On occasions the learning walks may have a specific focus eg *effective questioning*. A learning focus for a learning walk may be decided by the subject leader at department level or via SLT as a whole school priority.
- LAC evidence should be recorded during learning walks
- Middle leaders should address any areas for development seen during learning walks on individual basis with staff or during departmental CPD time. Please refer to Teacher Appraisal and Teacher Capability Procedures in case of any issues raised.

The observer is to record the observation of the 20 minutes using the Learning Walk proforma and pass a copy to CPA.

Work Scrutiny Protocol

Work Scrutiny is a very useful and essential strategy for monitoring learning and progress of students within the classroom environment. The purpose of performing a work scrutiny is to ensure we have a consistent approach to marking and accurate assessments and ultimately raise standards

Objectives

- To monitor the quality of marking and assessments within the classroom.
- To monitor the quality of written/verbal dialogue between the teacher and student.
- To raise standards of classroom marking and quality feedback.
- To promote a culture of sharing work scrutiny examples of good and outstanding practices.

Work Scrutiny takes place in two different ways:

- By subject leaders in their own departments
- By SLT led pastoral work scrutiny on selected students

Department Reviews:

Reviews of departments take place twice annually led by middle leaders and SLT, and where appropriate external specialist support. These evaluations occur in November and June each academic year and middle leaders are required to build areas for development in to department action plans.

LAURENCE JACKSON SCHOOL

ASSESSMENT POLICY DOCUMENT

2018/19

LJS strives for excellent teaching and learning, supported by effective assessment processes to “improve the life chances” of **all** students. Quality assessment systems promote effective learning and positively impact teaching.

POLICY AIMS

The Assessment Policy at Laurence Jackson School should:

- Provide clear guidelines on the schools approach to assessment
- Involve the learners, so that students are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively;
- Inform teachers’ forward planning and personalises students future learning
- Be integrated into schemes of learning.
- Provide meaningful information for parents;
- Be manageable within existing resources and time;
- Use a wide variety of assessment techniques;
- Be reviewed and monitored on a regular basis

Good assessment at Laurence Jackson School:

- Ensures assessments are strategically planned and are defined to students by shared and challenging success criteria. This success criteria leads to the formation of clear learning outcomes within schemes of learning.
- Ensures that teachers should plan for formative and summative assessment opportunities, summative assessment should align where possible with the schools progress check calendar.
- Ensures Teachers actively respond to students dynamic progress in learning through the assessment of prior learning, ongoing learning and end of topic learning
- Ensures Assessment methods should be personalised and adapted for **all** students
- Must be meaningful and manageable
- Must raise aspirations and encourage students to work hard
- Must encourage students to think hard about their learning and respond with perseverance to feedback
- Must encourage students to take responsibility for becoming increasingly independent and interdependent

Effective Assessment at Laurence Jackson School takes three forms:

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	NATIONALLY STANDARDISED SUMMATIVE ASSESSMENTS
<p>The goal of formative assessment is to <i>monitor student learning</i> to provide ongoing feedback that should be used by teachers to improve and adapt their teaching and by students to improve their learning. The general goal of formative assessment is to collect detailed information that can be used to improve teaching and student learning while it's happening.</p> <p>Examples of formative assessment include verbal feedback, written feedback, questioning, modelling, self-assessment, peer assessment, recap tests etc</p>	<p>The goal of summative assessment is to <i>evaluate student learning</i> at the end of a unit/topic by comparing it against targets.</p> <p>Examples of summative assessments include progress check assessments, end of year exams, Short end topic or unit tests and Pastoral Panel Reviews of students with SEND.</p>	<p>These take the form of national tests at KS2 and GCSE at KS4</p>
<p>Formative assessments are for learning, while summative assessments are of learning</p>		

Formative assessment at Laurence Jackson School

When conducting formative assessment teachers are encouraged to think about the following questions? (Final Report of the Commission on Assessment without Levels 2015)

- What will this assessment tell me about a student's knowledge and understanding of a topic, concept or skill? Is knowledge/ skills secure to move on?
- How will I communicate my feedback to students so that they know what to do to improve?
- How will I ensure my approach to formative assessment is inclusive of all abilities in my classroom?
- How will I use the information I gain from formative assessment to inform my planning for future lessons?
- What follow up action do I need to take to plug any gaps in knowledge?

Marking and Feedback

Success criteria/learning outcomes have got to be clear for marking and feedback to be effective.

Marking has two purposes:

- Students should **act on feedback** to progress their learning (GREEN PEN TIME)
- Teachers should use marking to inform future planning and teaching

Our STAR marking policy is used to create dialogue between the student and teacher. Teachers provide constructive suggestions on how students can improve their learning based on shared success criteria and students reflect and act on these comments during green pen time. LJS green pen time is the fundamental principle in our Assessment policy, student must be allowed time to read through comments and act upon them. LJS whole school marking codes are in place to support consistent feedback based on common misconceptions. Departments adapt the STAR marking policy to meet the needs of learners in their own subject areas. LJS Marking and Feedback Policy is available in Appendix 2.

Summative Assessment at Laurence Jackson School

- Each teacher will monitor the progress of every individual they teach accurately and regularly via formative and summative assessments.
- Summative assessment at LJS are represented by progress checks.
- Summative assessment is to evaluate the learning and progress at the end of a period of teaching. Formal summative assessments are planned in to schemes of learning and are moderated by subject leaders.
- Summative assessment takes the form of progress checks for each year group Y7, 8, 9 Three PCs, Y10 – Four PCs, Y11– Four PCs (PC4 for internal use only).
- Learning approach, behaviour and home learning– criteria provided on each progress check (appendix 2). For each student, progress will be measured against their target in each subject with the use of the following statements; above, on, towards and below.
- Progress checks allow for the analysis of summative assessment via internal data systems/ 4matrix software to inform student progress, and impact future teaching and learning.
- KS3 years have one parent consultation evening per year.
- KS4 years have two parent consultation evenings per year.



Laurence Jackson School

A Specialist Sports College



APPENDIX 1:

LAURENCE JACKSON SCHOOL
HOME LEARNING POLICY
UPDATED SEPTEMBER 2018

1. Overview:

This policy statement has been produced to provide a coherent framework from which all departments can develop a consistent and effective approach to Home Learning for students of all ages and levels of ability.

Home learning opportunities are seen as one of the principal ways in which student achievement can be raised.

The benefits of doing home learning must be instilled at an early age in all students, so that independent home study becomes routine. The aim of this policy document is therefore to:

- enable students to understand that independent learning is vital to achieving success;
- give every student the opportunity to fulfil their potential;
- instil in all students the importance of life-long learning;
- provide training for students in planning & organising time;
- promote a responsibility for learning within each student.

For home learning to be effective it has to be stimulating and challenging, supporting teaching and learning occurring in the classroom.

2. Purpose of home learning:

There are various reasons for setting home learning, examples of which are:

- to encourage and develop self-discipline, study habits and a range of skills in planning and organising time;
- to allow reinforcing, extending and consolidating of work done in class;
- to give students experience of working on their own, and to develop in students a sense of responsibility and commitment to their own learning;
- to involve parents/carers as partners in education;
- to prepare for test/examinations;
- to further challenge and extend gifted and talented children;
- to provide focused and sustained support for less able students.

3. Department of Education Guidelines:

Schools are responsible for developing and publishing a home learning policy in partnership with the principal and teachers and after consultation with parents and students. The school-level Home Learning Policy should be consistent with these Home Learning Guidelines. Schools should:

- advise parents of home learning expectations at the beginning of the school year and provide them with a copy of the home learning policy;
- advise parents if a student regularly fails to complete home learning;

- encourage the school to work with parents/guardians to establish good home learning patterns from early primary school;
- ensure that upper primary and secondary school students use home learning diaries to provide a regular channel of communication between parents and the school. Diaries may be electronic.

Suggested levels of home learning:

Year group	Home Learning:
7 to 9	<ul style="list-style-type: none"> • should include daily independent reading • should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students • may extend class work, projects and assignments, essays and research • will generally range from: <ol style="list-style-type: none"> 1. 30 to 45 minutes a day at Year 7 2. 45 to 90 minutes a day in Year 9.
10 to 11	Will generally increase, and require from 1–3 hours per week night with up to 6 hours on weekends during peak VCE periods.

4. Types of home learning opportunities:

Students will be provided with a range of home learning opportunities during their time at Laurence Jackson School. These include (but are not limited to):

Practice exercises

These exercises provide students with the opportunity to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercises e.g. maths, including memorisation of tables
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learned in a language other than English
- reading for pleasure
- essay writing

Preparatory home learning

This type of home learning opportunity provides opportunity for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Reading e.g. English text for class discussion
- Researching topics for a class unit of work
- Collecting items e.g. geometric shapes

Extension assignments

This type of home learning opportunity encourages students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science, social science
- research e.g. history, local news
- information retrieval skills e.g. using a home computer to find material on the internet
- monitoring e.g. advertising in particular newspapers

Online Home Learning Opportunities:

At Laurence Jackson School we regularly use a number of online resources available on the internet. Students have their own log in and log in details for the school so that they can track their own progress as well as the teacher tracking progress these resources include:

- My Maths/ Hegarty Maths
- BBC Bitesize
- Home Access Plus
- ICT Workout
- Search engines including Google
- Languagesonline.org.uk
- Linguascope.com
- Atatantot.com
- PiXL Lit App
- PiXL Maths App
- Tassomai

5. Forms of home learning opportunities:

Home learning opportunities may take many forms. This may include but are not limited to:

- Take Away Home Learning (offering students a choice from a range of tasks)
- Complete classwork
- Revision
- Online exercises
- Investigation/Research
- Worksheets
- Vocabulary learning
- Rehearsing Scripts and developing speaking and listening activities
- Resources gathering and practical preparation
- Exam papers/questions

6. Allocation of home learning opportunities:

Home learning opportunities for each year groups and subject are detailed below, however these are subject to change:

Core Subjects:

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	Weekly	Weekly	Weekly	Weekly	Weekly
Maths	Weekly	Weekly	Weekly	Weekly	Weekly
Science	Fortnightly	Fortnightly	Fortnightly or Weekly	Weekly	Weekly

Other Subjects:

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Art	Fortnightly	Fortnightly	Fortnightly	Weekly	Weekly
Design and Technology	Fortnightly	Fortnightly	Fortnightly	Weekly	Weekly
Drama	Half termly	Half termly	Half termly	Fortnightly	Weekly
Geography	Fortnightly	Fortnightly	Fortnightly	Fortnightly	Fortnightly
History	Fortnightly	Fortnightly	Fortnightly	Weekly	Weekly
ICT/BCS/Computer Science	H/W booklet per unit of work	H/W booklet per unit of work	H/W booklet per unit of work	H/W booklet per unit of work	Every second lesson
MFL	Weekly plus H/W booklet per unit of work	Weekly plus H/W booklet per unit of work	Weekly plus H/W booklet per unit of work	Weekly	Weekly
Music	Half termly	Half termly	Half termly	Weekly	Weekly
PE	Half termly	Half termly	Half termly	Fortnightly	Fortnightly

RE	Half termly	Half termly	Fortnightly	Weekly	Weekly
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7. Rewards for completion of high quality home learning:

A range of rewards will be issued for students who produce high quality home learning. These may include (this list is not exhausted):

- Verbal Praise
- Written comment on work produced
- Phone call home
- Achievement Points
- Positive postcard
- Scientist of the week
- Scientist of the Month trophy
- Certificate
- Star Student
- Milkshake Mondays
- Certificate in achievement assembly.

8. Consequences for non-completion of home learning:

If home learning is not complete to an appropriate standard or handed in on the agreed date a Teacher Detention will be issued and -1 point logged on ClassCharts. If home learning is not handed in after an extension has been given a Subject Detention will be issued and a further -1 point logged on ClassCharts.

9. Monitoring and Evaluation of the Home Learning Policy:

The Home Learning Policy will be monitored through both pastoral and departmental work scrutiny and learning walks. It will also be evaluated in the Departmental Reviews as part of Teaching and Learning.

Staff and student voice will be requested annually through voluntary surveys.

10. Support for students to complete home learning:

Students can access the school library on a daily basis in order to complete home learning. Also students can benefit from support at the Library home learning club and other departmental home learning clubs (as and when available).

Appendix 2:



LJS Effective Feedback and Marking



Effective feedback and marking stems from clear success criteria and High Quality Teaching and Learning.

What is the purpose of effective feedback, marking and assessment?

- Students act on it in order to make progress
- It informs future planning and teaching
- Students learn to value that their hard work leads to progress

Presentation of Student Work

- Classwork should be identified with the code CWK.
- Homework should be identified with the code HWK.
- All of your work must be given a date and title, which is underlined using a ruler.
- Written work must be completed in blue or black pen.
- Your response to feedback must be completed in **green pen**.
- Any mistakes should be crossed out neatly.
- Work completed on paper must have your name on the top.
- Diagrams/sketches or illustrations should be completed in pencil.
- All loose sheets to be fixed neatly in books/folders and be titled and dated.

LJS MARKING CODES

- Errors in students' work should be marked by staff in **red pen** and given an appropriate code.
- **All marked work must be signed and dated by staff.**

✓	The point is well explained and correct
X	This is incorrect
Sp <i>underlined</i>	You have made a spelling error (<i>please record correct spelling X3 in your book</i>)
Cap	You have used a capital letter incorrectly or have missed a capital letter
P	You have made an error in punctuation
//	You need to start a new paragraph
-2 / A2/ A3	"Classchart" reward or negative points on your work where appropriate
Subject codes	Only used where applicable and with clear and shared success criteria (which is visible in students' books).

Acknowledgement marking

In order to drive improvement, work in books and folders should be checked regularly (as dictated by the Schemes of Learning). Remember feedback will have taken many forms in lessons i.e. "live marking", self and peer assessment etc.

This Acknowledgement marking should:

- Reinforce presentation policy
- Apply LJS marking codes/agreed department codes
- Identify and address misconceptions
- Acknowledge improvements over time
- Apply B4L/Achievement points
- Inform Bell Activities/Key questions for following lessons
- Evaluate the quality of students' green pen improvements

STAR Effective Feedback and Marking Principles

Thorough marking of a unit/topic should be done at least once every half term or when appropriate via planned assessments using the LJS STAR marking principles. Note: It is not an expectation that STAR appears as an acronym in feedback and marking but staff must ensure these fundamental principles are adhered to in their feedback and marking.

Strength:

It is an expectation that you recognise a strength/positive in a student's work. You need to clearly identify what the student has done well with specific reference to success criteria.

Target related comment:

The target should clearly identify to the student what aspects they need to address in order to make further progress. If appropriate, this can be accompanied by a level or an indication of where the student is in relation to targets. *(The awarding of grades should be used with caution as it may hinder students acting seriously on feedback.)*

Action:

This is the most important part of the feedback. Using specific success criteria give detailed feedback on what the student needs to do to improve their work. This feedback must be action driven. Write this feedback in red pen and if the feedback relates directly to a section of work, identify the area of the work that you want the student to focus on.

Reflection:

The student must clearly demonstrate they have actioned the feedback given by the teacher. It is essential that students are given this green pen time and that they are encouraged to recognise that this is more than just 'getting the correct answers' but rather learning how to respond better to assessments in the future, learning how to avoid making repeated mistakes etc.

Appendix 3:

Key to this this Progress Check Terminology:

- Above** - Student is working better than their expected progress in that subject
On - Student is working at their expected progress in that subject
Towards - Student is working towards their expected progress in that subject
Below - Student is working below their expected progress in that subject

Learning Approach

- 1 Outstanding Student – is always well organised and takes an active approach towards their own progress in the classroom and independently.
- 2 Good Student - is usually well organised and is beginning to take an active approach towards their own progress in the classroom and independently.
- 3 Coasting Student- sometimes motivated but is not yet taking an active approach towards their own progress in the classroom and independently
- 4 Student at risk of underachieving - is not organised and has a poor approach towards their progress even with considerable teacher input.

Behaviour Mark

- 1 Outstanding Student - Always **READY** to learn, **RESPECTFUL** of staff and **SAFE** around others
- 2 Good Student – Usually **READY** to learn, **RESPECTFUL** of staff and **SAFE** around others
- 3 Student with some behaviour concerns – regularly has issues around being **READY**, **RESPECTFUL** and/or **SAFE** in all lessons
- 4 Student with significant behaviour concerns – constantly has issues around being **READY**, **RESPECTFUL** and/or **SAFE** in all lessons

Home Learning Mark

- 1 Outstanding Student – always completes home learning to an outstanding standard.
- 2 Good Student – usually completes home learning to a good standard.
- 3 Student where there are concerns over the completion and/or quality of home learning.
- 4 Student does not complete home learning.