Curriculum and Teaching Policy

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Section 1: Curriculum

1. The curriculum at **Queen Mary's High School seeks to support young people in becoming**:

- Successful and inquisitive individuals who have a thirst for learning, make superb progress and achieve excellence
- Confident, resilient individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a significant positive contribution to our community and society.

We value a rich, varied and academically rigorous curriculum which supports individual learning needs and talents. Academic success is important at Queen Mary's High School yet we recognise that there is much more to learning than that which takes place within the classroom. Our academic curriculum is complemented by extra-curricular activities, trips, visits and leadership opportunities to allow students to apply their learning and develop the skills they need for life beyond QMHS.

Discussion, debate, critical thinking and reflection form a key part of school life. Teaching at the school recognises and values participation, effort, curiosity and creativity. We believe that developing these skills and attributes will, alongside their academic qualifications, prepare them for the next stages in learning, employment and life.

We believe that all students regardless of their background or personal circumstance are entitled to the best possible educational experiences. Students are supported in their studies through peer and subject mentoring schemes, additional consolidation and revision classes. At every stage, our students' wellbeing and progress are monitored by form tutors, subject staff and Heads of Year while the student planners, TEAMS and school website enables parents to oversee their child's homework and gain an understanding of their day-to-day commitments and learning.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook

3. Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and Alevels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Subject Leaders are responsible for ensuring there are clear curriculum overviews for their subject areas for each year group which are progressive in knowledge and skill and which take account of whole school priorities and student need. Subject leaders will maintain medium term plans/ shared schemes of work which identify the required learning outcomes and assessment and feedback opportunities which act as a starting point for teachers' planning.

Teachers are expected to use there expert knowledge and skill to adapt learning plans appropriately for their classes based on assessment of student progress and individual student needs to provide the very best teaching and learning experience for all. Links should be made to real life experiences and work related contexts to support the development of cultural capital and careers related learning of our students. We aim to ensure that the curriculum is reflective of and responsive to the cultural background of our school population.

Teachers are responsible for maintaining and developing their subject and pedagogical knowledge, and for ensuring the best possible learning opportunities are planned, delivered, and evaluated. All adults are expected to be leaders of learning, to develop their professional expertise, to participate in continuing professional development, and to share and observe good practice, thereby building and disseminating knowledge and best practice.

4. Curriculum organisation

KS3

All students in Years 7-9 broadly follow a three-year programme at KS3 that delivers and goes beyond the National curriculum across the subject areas. Students study Art, Biology, Chemistry, Computer Science, Design and Technology, English, Geography, History, Maths, Music, Physical Education, PSCHE, Physics and Religious Education. Students also learn one language from; French, German, Mandarin, Spanish. Students are assessed against our own carefully devised assessment scheme. In Year 9 the three sciences start the GCSE courses and assess using GCSE grades 9 – 1.

KS4

GCSE options are made in the Spring Term of Year 9. Students are provided with advice and guidance throughout the GCSE option process. In Years 10 and 11 all students study English Language, English Literature, Mathematics, Biology, Chemistry, Physics and their language (one of French, German, Mandarin,

Spanish). In addition, they have a statutory requirement to continue non-examination classes in PSHCE, General RS and Physical Education. There are collapsed timetable days for Year 10 focused on General RS issues, followed by another when they reach Year 11.

Alongside the core subjects, all students should choose two further GCSE subjects, one of which must be a humanities subject (Geography, History or Religious Studies), and one further GCSE from this list: Art and Design: Fine Art, Computer Science, Design and Technology, Drama, Geography, History, Music, Religious Studies.

KS5

At sixth form our options system is flexible to allow students to study those subjects about which they are passionate. Students study 3 A Levels, choosing from a range of Science, Humanities, Creative and Performing Arts subjects. There is the option to apply to study a fourth A Level to broaden their educational experience alongside the Extended Project Qualification (EPQ). We offer a number of A Level subjects in collaboration with partner Mercian Trust Schools, which extends the breadth of curriculum opportunity. Students also engage in a programme of curriculum enrichment which helps our students to develop the skills, qualities and aptitudes to prepare them for the next steps in their academic career. All students learn skills to support extended study and research in Year 12 and are offered the opportunity to take the Extended Project Qualification (EPQ). Students also undertake a non-examined curriculum via our study skills, PSHCE and enrichment curriculum

Specialist guidance is given to support the UCAS process, and applications to medical professions and Oxbridge. All 6th form students take part in a range of enrichment opportunities that support them in developing their non-academic learning and skills in preparation for university or higher-level work-related learning. Opportunities for student leadership are vast and varied. Sixth Form students are encouraged to take responsibility for our numerous clubs and societies and even develop one, if it does not exist, to harness their own personal interests and skills. This supports their development of leadership, teamwork, communication and interpersonal skills, through work as an ambassador, prefect or the Duke of Edinburgh programme.

Literacy

Our approach to teaching of Literacy is multi-faceted and embedded in all subjects as well as in the tutor program and our extracurricular offer.

Most importantly, we want to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We aim to:

- Provide a language-rich environment through the explicit teaching of tier 2 and 3 terminology and selection of texts

- Model the practice and skills associated with the perceptive reading of a range of texts, technically accurate writing in a variety of forms and confident and thoughtful speaking and listening skills

- Develop a love of books and high-quality literature in pupils that will not only support their learning across all areas of the curriculum, but also extend beyond the classroom environment and enrich their lives. This is supported by our Tutor reading programme, library lessons and book clubs.

- Provide students with opportunities to listen to others and learn from them within lesson, assemblies and events with external speakers. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of a great deal of learning and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

- Foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing including but not limited to school council, poetry competitions and making a positive contribution award, reciting and reading aloud, Re-telling, role-play and drama productions.

Numeracy

We are committed to raising the standards of numeracy for all of students in order to support them in developing their ability to use numeracy skills in all areas of the curriculum and also to confidently manage the demands of further education, employment and adult life. Numeracy skills are developed and supported by the maths department throughout their academically ambitious curriculum. If a concern is raised regarding an individual student's numeracy skills this will be first addressed through the department curriculum, teaching and learning strategies and intervention approaches including maths mentors and clinics.

All teachers should be positive role models for numeracy. We want our students to independently cope with and enjoy the numerical demands of a variety of situations, appreciate the power of numeracy in communication and also the adoption of a logical approach to the solution of every sort of problem. Where numeracy is used outside of maths staff collaborate with the mathematics department if there is doubt about suitable methods or if a joint approach is desirable avoiding potential confusion in language, notation and approach. Explicitly telling pupils when we are using numeracy allows them to try to transfer their skills from mathematics lessons. Asking them "How have you been taught to do this?"; "Has anybody got a different way that also works?"

Careers, SMSC, RSE

Further details about how our curriculum covers the following areas can be found in the separate school policies:

- Relationships and sex education, and health education (secondary schools)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- school visits
- meetings with the SLT link for Quality of Education and outcomes

Subject leaders monitor the way their subject is taught throughout the school by:

- Lesson visits
- Work sampling
- Student voice
- Joint QA activities with Senior leaders

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually. At every review, the policy will be shared with the full governing board.

Section 2: Teaching and learning

1. Guiding principles

Our aim is to enable our students to be resilient, responsible and resourceful learners who have the attitudes, skills and motivation required to be successful independent, life-long learners. We aim to promote the enjoyment of learning and to raise pupil achievement. We have an ethos of high achievement in which both staff and pupils have a responsibility to:

- Listen
- Respect each other
- Have high expectations of themselves and others
- Persevere with work and face difficulties positively

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that every student is provided with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

Learning is effective in our school where students:

- Feel safe, valued and supported to take on challenges
- Take an active interest in and have a positive attitude towards their learning, displaying a high level of concentration and motivation
- Participate and contribute positively to each learning opportunity
- Work independently and collaboratively to make progress and achieve

- Are resilient and persevere, acquiring a range of coping strategies to address challenges **Learning is effective where teachers:**
- Create a safe, calm, supportive and inclusive learning environment which values and respects all cultures and characteristics.
- Are enthusiastic and passionate about the subject they are teaching.
- Ensure that students understand the curriculum context (why this, why now - the bigger picture)
- Plan purposeful learning through carefully planned, sequenced, structured and resourced lessons which take account of constraints of working memory
- Have high expectations for all learners and are consistent in their approach to each student
- Use ICT appropriately to enhance learning
- Assess progress and provide feedback regularly that supports each student in making progress
- Develop positive and productive working relationships with students, recognising and praising effort as well as success
- Ensure support and provision for students with particular requirements, paying regard to Special Educational Needs and access for pupils with disability, English as an additional language and disadvantaged students
- Evaluate the reasons for pupil under-performance and take appropriate supportive action;
- Develop partnerships between teachers'/teachers, teachers/students, teachers/parents, students/parents and school/local community
- Encourage and support continuous and collaborative evaluation of the teaching process
- Are adaptive in their teaching to the needs and progress of students and digress from planned learning activities as required
- Encourage and support continuous and collaborative evaluation of the teaching process

2. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via newsletters, parents evening, information events, letters, phone calls/emails including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress as per the assessment, data and reporting policy.
- Meet the expectations set out in the curriculum policy, Rewards, Behaviour and consequence policy, teacher assessment and feedback policy, independent learning policy

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Feedback observations of pupils to teachers
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in curriculum policy, Rewards, Behaviour and consequence policy, teacher assessment and feedback policy, independent learning policy, SEND strategy.

Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges and remaining up to date with subject subject changes
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their quality assurance monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, Rewards, Behaviour and consequence policy, teacher assessment and feedback policy, independent learning policy

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, Rewards, Behaviour and consequence policy, teacher assessment and feedback policy, independent learning policy

Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners

- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in behaviour policy, home learning partnership

Parents and carers

Parents and carers of students at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

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

3. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, drama studio, music rooms and ICT suites.

Teachers are responsible for ensuring these spaces are stimulating and welcoming by keeping them safe, clean, free from clutter and ready for pupils to use them promoting a calm and productive learning environment.

They will be arranged to promote learning through:

- Accessible resources for learning such as books, worksheets and other equipment including IT
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate, support, enhance and reinforce pupils' learning. Displays may include but do not need to be limited to:
    - Esteem raining well-presented displays of high quality work ○ Interactive displays to promote curiosity and enquiry
    - Subject learning journeys and student friendly assessment and curriculum maps ○ Learning tools in the form of key word banks, definitions, assessment objectives or success criteria for the subject
    - Information about enrichment and out of lesson learning opportunities

4. Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. Teacher's lesson preparation will cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Reading age

The strategies used to do this are:

- Inclusive teaching through the QMHS teaching and learning principles.
- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress. All teaching staff will utilize one page profiles.
- Subject leaders and HOY will utilize the referrals pathways for students for whom they have SEND concerns and responds to round robins from the SEND department seeking information about students.
- Meet expectations in the SEND policy, SEND strategy and PP strategy.

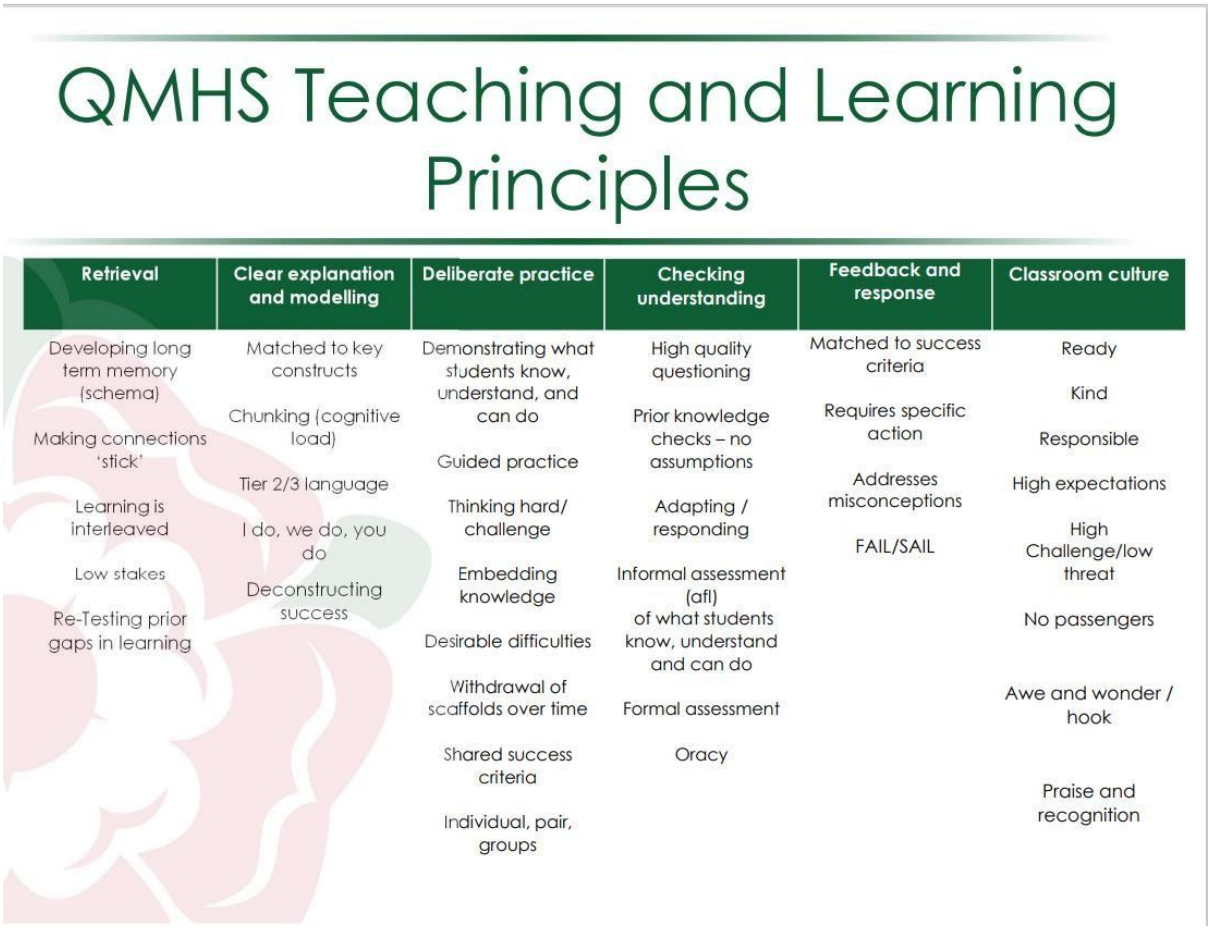
5. Pedagogy

The present learning experience is explicitly sited between what has been learned previously and what learning is to come. Learning is incremental, effectively connecting the elements of a learning journey enables students to see and make progress. The way that schemes of work and lessons are structured should reflect our shared understanding of the learning process including cognitive load theory and schema building.

New Learning should be introduced by:

- Sharing the big picture, this orientates the learner by giving them an overview of how the learning will be organised (why this, why now)
- Linking the learning to previous and future learning (put it in context)
- Chunked into key learning questions to reflect the limitations of working memory and focusing on a key learning question at a time.

Teachers should ensure that students should know what they need to learn and practice over time (key learning questions) and share this with students in a user friendly way. The outcomes of the learning should be explicit (clearly defined end points) and modelled to students. Through active monitoring teachers should diagnose any problems, map progress and provide feedback which leads to student progress towards the clearly defined end points. Effective lesson preparation allows teachers to be responsive and anticipate and plan for student difficulties.



The QMHS teaching and learning principles represent a set of common features which typically, produce high-quality teaching and therefore learning and are evidence informed. They are principles which are inclusive and show an awareness of the needs of all learners, they are n**ot** a checklist and there is no requirement that every lesson should be framed around all of them teachers use professional judgement and expertise to craft lesson than enable progress against the intended outcomes including the appropriate elements of the QMHS teaching and learning principles.

6. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, subject leaders, HOY and the SENCO will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting lesson visits
- Conducting work sampling
- Trust quality assurance visits
- Gathering input from the school council and student voice
- LM Meetings to include data reviews

Section 3: Assessment

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

• The recommendations in the final report of the Commission on Assessment without Levels • Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives (key learning questions) may be set and student's progress regularly reviewed. This should be done in partnership with the learner. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and map progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Students should be taught how to reflect on and evaluate their own learning, their progress towards targets and the aims of a learning experience, using success criteria and feedback. This should enable them to plan next steps in their learning. Teachers should ensure time is planned for reflection and improvement (green pen time).

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of students
- guide future planning, teaching and curriculum development
- inform parents and the wider community of student achievement
- provide information to ensure continuity when the student changes year group
- comply with statutory requirements

Teachers use both formal and informal assessment to determine students' current and projected levels. Formal assessment is summative occurring perhaps at an end point in a unit, phase or year. It also includes mock and UCAS examinations. Formal assessments are mapped into subject curriculums. Informal assessment is the ongoing assessment for learning which takes place within lessons which teachers and students use to determine next steps and early intervention. Assessments will test students' knowledge, skills and/or understanding.

4. Assessment approaches

At Queen Mary's High School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment (informal)

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Informal assessment includes, short recap quizzes, self and peer assessment, observations of work, questioning, use of mini whiteboards, online quizzing programs for example Sparx maths and Kay Science.

4.2 In-school summative assessment (formal)

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period of time

Formal assessments can include, end of year exams, end of unit tests and mocks. The assessments must be the same across a year group to facilitate whole school monitoring procedures.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments take the form of GCSEs at the end of Key Stage 4, and Alevels in KS5.

5. Collecting and using data

Subject Leaders are able to use a wider range of assessments in the course of the term to provide reliable data for each student. The data for the individual assessments are recorded in mark sheets on GO and are available for all staff to view. Each subject collects a portfolio of evidence per unit which is then used to make teacher judgments relating to attainment and progress.

The summative result is a pupil's 'current' grade or level, and members of staff also have to project an anticipated end of year level in KS3 and an end of Key stage grade in KS4 and KS5 for each student. The current grades demonstrate pupils' progress through each key stage, and the projected grades are used to measure their performance against expectations. Class teachers, Subject Leaders, Heads of Years and Senior Leaders are all able to access the data for individual pupils, teaching groups, groups of pupils and entire cohorts through GO, and this provides the foundation for planning lessons, intervention and monitoring pupils. Equally the school's 4i report system is to be used by leaders to gain an insight, to investigate, intervene and have a positive impact on the progress of the pupils and their levels of understanding.

6. Reporting to parents/carers

The key information collected at the assessment points is reported to parents via GO as per the assessment and reporting calendar. Parents' Evenings are held throughout the year for each year group. In the sixth form these are spread across the two-year course and held at strategic points to support the transition from GCSE and to inform planning for university applications.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

8. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of nonstatutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual student and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for subject leaders on how assessment points should be planned and delivered and, for teachers, how to get students to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

9. Monitoring

Subject leaders and SLT will monitor the effectiveness of assessment practices across the school, through, line management, data analysis, moderation, lesson visit, pupils voice and book sampling.

The use of GO and the 4i report allows all staff access to current information about students' performance at all times. Subject Leaders and Heads of Years are able to view consistent information about entire cohorts in GO or 4i reports after reporting deadlines. Staff also have access to information about each student's contextual information, so performance between different groups of students can be compared and monitored, and inconsistencies addressed.

Section 4: Feedback

1. Principles and Purpose of Feedback

High quality teaching, assessment and feedback are central to our students' progress and high attainment.

2. **Feedback for students**

All types of feedback aim to enhance student progress.

Students should engage with their feedback through reflection and improvement time.

3. **Implementation**

Teachers should:

- Use the full range of appropriate assessment methods and feedback strategies to support their teaching and student progress
- Follow the Assessment, Recording and Reporting Policy and refer to the assessment calendar

Students should:

- Engage fully with regular opportunities to improve and reflect on their learning and progress
- Engage fully with self and peer assessment
- Take responsibility for their own learning, particularly in editing and drafting skills. They should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard

Subject Leaders should:

- Ensure consistency of assessment and feedback across the department through their quality assurance process
- Adapt schemes of learning and assessment to optimise feedback
- Organise standardisation and moderation within departments as appropriate
- Follow the Assessment, Data and Reporting policy and process for each year group and refer to the assessment calendar

Heads of Years should:

- Support student in understanding their role in feedback
- Support parents/carers in understanding their role in feedback
- Liaise with teachers and subject leaders as necessary to support student progress

4. **Presentation Principles**

- Students should use blue or black ink to write, and a pen when improving work
- Headings should be underlined neatly with a ruler
- The date is to be written in the top right-hand corner of the piece of work and underlined
- Tippex or other ink erasers are not allowed. Mistakes should be crossed out neatly with one line
- Work that is word-processed should be presented neatly with adequate margin space. Paragraphs should be indicated by missing a line between one paragraph and the next
- Paragraphs in handwritten work should be shown by indenting the first line of each new paragraph
- All work must be produced to a high standard. Students may be asked to repeat work if necessary

Section 5: Independent learning

1. The Impact and Purpose of Independent Learning

At Queen Mary's High School, we believe independent learning/homework is an essential part of learning. It supports our students in being able to know, remember, understand and do more. It plays a crucial role in supporting students on their journey to independence and being able to selfregulate their own learning.

The main purposes of independent learning/homework at Queen Mary's High School are to:

- Encourage students to develop the skills, confidence and discipline needed to study effectively on their own.
- Consolidate and reinforce skills and understanding developed at school.
- Extend school learning, for example through additional reading and research.

2. Types of Independent Learning

Independent learning is set with a clear purpose, referencing one of the following four themes.

Homework Theme	**Purpose**
Self-quizzing	To practice or rehearse previous learning.
Preparation for Learning	To prepare for the following lesson.
Application of Learning	Making sense of previous learning.
Enriching the Learning	Focusing on depth, breadth or engagement.

The nature of the independent learning/homework tasks set will vary significantly between subjects, year groups and topics.

<u>Self-Quizzing</u>

One key strategy of independent learning/homework, which will be set for students is selfquizzing. This is where students use resources (including online resources such as Sparx Maths), to practice retrieving knowledge of facts, concepts and processes from memory. This will ensure they are fluent in the core building blocks of the curriculum, which are essential to success.

<u>Preparation for Learning</u>

This types of independent learning involves students engaging with research prior to the lesson. This may require students to complete pre-reading or research around a topic before the lesson. This is a more common form of independent learning at Key Stage 5.

<u>Application of learning</u>

This involves students applying what they have learnt in a lesson or series of lessons to questions. This may include past exam papers or exam style questions.

<u>Enriching the learning</u>

These activities may be project based tasks to enrich students' knowledge and understanding of the subject or topic. This may include constructing models or conducting research into a topic. Although these tasks are set less frequently they serve a clear purpose:

- They build students' cultural capital; *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* This should be

knowledge which deliberately takes students beyond their horizons and the relevance or interests of their lives.

- They build a wide range of generative knowledge. Greater 'cultural literacy' (Hirsch) allows students to know more, which in turn, means they can learn and remember more. They strengthen understanding, memory and application of core knowledge. Subjects may set 'Enriching the Learning' homework, as part of the planned curriculum, for every year group, to support the core curriculum and build students' understanding, cultural capital and generative knowledge.

3. Self-Regulation and Independent Learning

One of our goals is for students to become independent learners who can self-regulate successfully. Self-regulation can be defined as the ability to manage [our] own behaviour and aspects of [our] learning. Research shows self-regulation is a key factor in students' success.

The `I do, we do, you do` model of learning and teaching is one of our core principles. Through this model, we attempt gradual teacher release, where teachers slowly fade support so students are increasingly responsible for their own learning. Self-regulatory behaviours develop gradually over time with repeated practice. Evidence shows that students can be trained to develop selfregulation skills during independent learning homework activities.

Independent learning is a rich opportunity to improve students' self-regulation. We seek to support students in building these habits by regularly completing independent learning/homework, without being directed to by their teachers.

4. Frequency

Independent Learning/homework is integrated into our curriculum planning and the frequency of setting independent learning is determined by each subject to best suit their curriculum at each Key Stage.

Key Stage	Suggested Weighting
3	English, Maths, MFL every week 30 minutes per piece. Other subjects one homework per fortnight, 30 minutes per piece.
4	50 -60 minutes per subject per week.
5	At KS5, students should reinforce every hour of learning in the classroom with an hour of independent study. This may be directed by a teacher as preparation for/application of learning homework. If no homework is set in a lesson, then students at KS5 should spend their independent learning time working on selfdirected tasks. This may include the creation of revision resources, wider reading or completing past paper questions.

Exceptions

In order to support student well-being, there may be times when homework is not set. For example, work may not be set for the school holidays.

Independent Learning Setting and Submitting

Independent Learning/Homework is set as an assignment or announcement via Microsoft Teams, it is good practice for students to also record their homework in their planner.
Teachers may request that independent learning is submitted via Microsoft Teams or they may request for the work to be completed in the student's books.

Section 6: Links with other polices

This policy links to the following policies and procedures:

- SEN policy and information report
- RSE policy
- CEIAG policy
- PSHCE policy
- Pupil premium strategy
- Trust AI policy
- Non-examination assessment policy
- Examination contingency plan