



The Hayesbrook School

A Brook Learning Trust Academy

Teaching and Learning Policy



INTRODUCTION

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

AIMS

To ensure effective teaching and learning underpin all aspects of life at the Hayesbrook School, with all staff committed to the use of a range of appropriate and differentiated teaching strategies that will allow the students to develop as independent and autonomous learners. The policy will include details relating to teaching and learning strategies, marking and feedback, whole school assessment and homework / independent learning.

OBJECTIVES

To provide high quality teaching and learning opportunities that allow all students to realise their full potential by raising:

1. Attainment and progress for all students in all year groups;
2. To allow the students to develop as independent learners aware of their potential to learn and of the variety of strategies that are available to help them;
3. To celebrate and encourage a love of learning which will allow it to continue beyond compulsory education;
4. To ensure that whole school assessment and homework / independent learning improve student progress and raise standards of attainment through a consistent approach to positive marking and feedback;
5. To ensure that the data communicated home is rigorous and understood by parents and students;
6. To meet all legal requirements for curriculum delivery.

Through working and learning together the students, parents and staff of The Hayesbrook School can provide an outstanding education for every child in the school. The expectations of each key stakeholder are set out below.

The Appendices at the end of this document provide additional detail about our approaches to Routines for Learning, marking and feedback, assessment and reporting and homework / independent learning.

Teaching and Learning expectations of key stakeholders

Students

- Have high expectations and aspirations for what they can achieve;
- Look to establish and maintain positive relationships with their teachers and peers;
- Take responsibility for their learning, engaging with our Routines for Learning, marking and feedback and homework, using their Knowledge Organisers, Quizlet and SMHW tasks to support learning in lessons and at home / independently.

Parents and carers in supporting students

- Have high expectations and aspirations for what their child can achieve;
- Support their son in taking responsibility for their own learning, including homework activities;
- Work with the school to provide the best possible education for their child.

Teachers, HLTAs and LMs

- Have high aspirations for all their students;
- Plan and deliver lessons that engage and meet the needs of all students, using Routines for Learning and Knowledge Organisers to promote consistency in the learning experience and a knowledge rich curriculum offer that encourages students to strive to achieve their aspiration targets;
- Ensure a purposeful, well controlled and orderly learning environment commensurate with high expectations and standards;
- Each teacher will maintain accurate records for all students they teach and will use these to inform students and parents of the progress that has been made and to inform future planning;
- Provide frequent and high quality feedback (with written formative feedback recorded at least once every two weeks) that allows students to understand how to make progress;
- Provide assessment activities to allow all key stakeholders to identify the progress being made and the areas for development. Recording and reporting assessment scores during the published Data Collection windows;
- Monitor the progress of all students in lessons and over time, intervening when expected progress is not being made;
- Have an understanding of their students pastoral and academic needs, maintaining positive learning environments;
- Look to establish and maintain positive relationships with their students;
- Engage with technology to support learning within and beyond the classroom;
- Take responsibility for their own professional development.

Leadership Team

- Monitor the quality of teaching and learning across curriculum areas, whilst modelling high quality and effective teaching and learning practices;
- Support all teachers to improve and develop their teaching pedagogy;
- Focus on ensuring that our typicality of teaching is to deliver exceptional teaching and learning in all years;
- Monitoring the quality of marking, in line with success criteria, ensuring there are appropriate opportunities for the standardisation of marking and other work in curriculum areas. This should regularly and routinely happen as part of learning walks and regular work scrutiny;
- Ensure there are adequate opportunities for staff to standardise school assessment and coursework / controlled assessment grades (where applicable) within departments to ensure that the levels of achievement being reported are accurate and consistent;
- Curriculum schemes of work and lesson planning will embed the opportunities for the students to use subject specific key words and to ensure there are frequent (and appropriate) opportunities for extended writing.

POLICY REVIEW AND RATIFICATION

This policy is reviewed annually by SLT and ratified by the Academy Council in December

This review by SLT April 2018 – full review / December 2018 – update
To bring in line with the policy review and ratification schedule

Summary of amendments 1 Addition of assessment, routines for learning and homework policies
to this iteration: appendices
 2 Amendments to include strategies such as Knowledge Organisers and use of
 Quizlet

Ratified by the Academy Council December 2018

Next review by SLT September 2019

Appendix 1

Our approach to Routines for Learning

Preparation

'Do now' activity is displayed/set out and materials for the lesson are on students' desks

Meet and greet

The teacher meets students at the door to the classroom so the entry and space immediately outside the classroom can be managed. As students enter uniform is checked. Those wearing it well are praised. Any anomalies are picked up discreetly and if possible using non-verbal signals.

- All blazers should be on (unless a school decision has been made due to hot weather)
- Top button fastened and ties worn correctly
- No trainers
- Shirts tucked in
- Coats off

Entry to the classroom

Students should enter in an orderly and controlled way. As they enter they are welcomed with a positive greeting and reminded to start the 'Do Now' activity and get out their writing equipment, planners and any subject specific equipment for the lesson. Bags should be put away.

Whilst students are completing the 'Do now' the teacher completes the register and completes any 'changeover' activity.

Where homework is being collected it may be appropriate for students to submit this on their way in (although any issues should be picked up later to maintain a positive and swift start to the lesson)

Students who fail to comply with positive requests and instructions during the entry and meet and greet stages should be given every chance to get it right i.e. instructions repeated and/or asked to come in again with appropriate warnings.

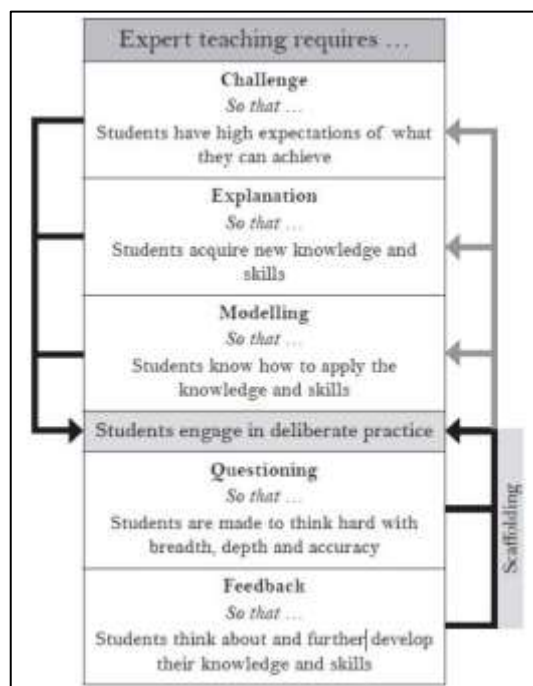
'Do now' activity

This should be completed in silence while the teacher takes the register/ deals with any matters that have arisen. The 'Do now' must reinforce prior learning/ introduce lesson topic or have a literacy focus appropriate to the learning objective i.e. key terminology that will be used.

- Self-Starting/managed
- Written or visible outcome
- Suitably challenging – experience success immediately
- Positive start

Lesson delivery

The lesson should follow the structure and uphold the expectations laid out in the academy teaching and learning and behaviour for learning policies.



Not all these activities will be appropriate for every lesson (such as when returning marked work and allowing time for reviews of marking and assessment comments). The lesson should also be structured in the order which best suits the lesson, learning environment and needs of students.

Every lesson will include:

Clear and measurable Learning Objectives	The lesson focuses on learning objectives aligned with the scheme of work and assessment activity. They are clearly shared and understood and linked to the plenary activity/ checking for progress activities.
Effective Questioning	The teacher plans key questions to be asked at different stages of the lesson that will check understanding and progress as well as to maintain the pace of the lesson. This includes planning individual questions for students needing additional support (including more able) to extend learning. A deliberate use of strategies, higher order questions and open questions scaffold the embedded AFL to ensure the high expectations 'exceptional' answer.
Focus on Literacy Development	The key words and phrases needed for the lesson will be introduced and students will have the opportunity to make written responses in full sentences and paragraphs. A high level of vocabulary is expected in oral and written work and teachers challenge the use of colloquial language and ensure syntax and lexis are appropriate to the context.
Embedded AFL	Throughout the lesson the teacher uses suitable activities (such as questioning, peer marking etc) that gauge understanding and progress. If students do not yet demonstrate sufficient progress or understanding then the teacher must address this through further teaching of the concept/knowledge. Assessment of prior knowledge and understanding of the ability and needs of students will be used to pitch the lesson content.

During the lesson the teacher should scan the class for compliance to instructions. If students are not following instructions they should be reminded of the classroom expectations 'Follow all Instructions immediately' and 'support the learning of everyone in the class' they should specifically be made aware which rule they are not following and how to modify their behaviour.

Repeated failure to engage with the lesson should be dealt with as per the Behaviour for learning policy.

Lesson Closure

Students are instructed when to begin to pack away and then stand behind their chairs. At this point the teacher should use the opportunity to do any of the following:

- publically celebrate any key achievements made by the class/ individuals
- do a high speed Q and A to reinforce learning or to address anything that has arisen during the plenary activities
- model and re-explain homework task
- check any misunderstandings have been rectified

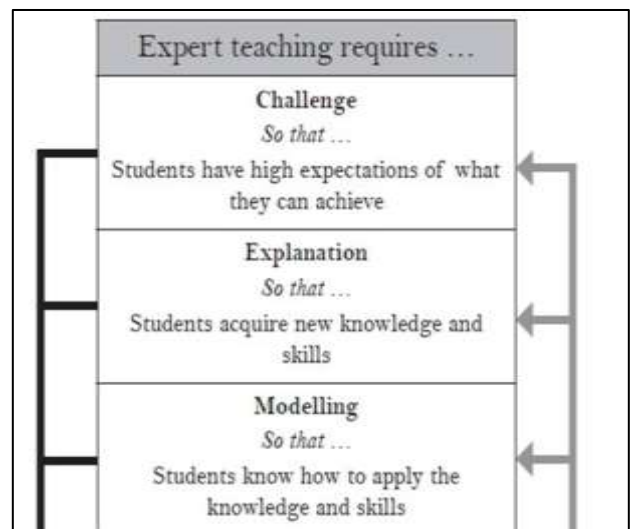
Exit

The teacher moves to the door way and invites students to leave in rows/ groups. The dismissal should include a positive comment to students as they leave and uniform should be checked on exit. Students who are not properly dressed or who do not follow the explicit instructions should be asked to return to their seat and repeat the process.

Examples of the Principles in action:

Challenge

- Are learning objectives single and challenging for all?
- Are all students expected to develop their knowledge and skills during the lesson?
- Is formal, subject specific, academic language modelled by teachers and encouraged from students?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?
- Are assessment criteria referred to explicitly?



Explanation

- Is prior knowledge established and used to 'hook into' new knowledge?
- Does the explanation focus on the key learning points, success criteria and subject threshold concepts?
- Are there opportunities that are taken, to make the explanation more concrete and credible e.g. Demonstration, visual, practical, appropriate use of analogy, etc?
- Does the explanation generate curiosity and so 'open up the learning gaps'?
- Is explanation clear and concise, especially when subject matter is challenging?
- Is teacher talk and gesture enthusiastic, kind and inclusive?

Modelling

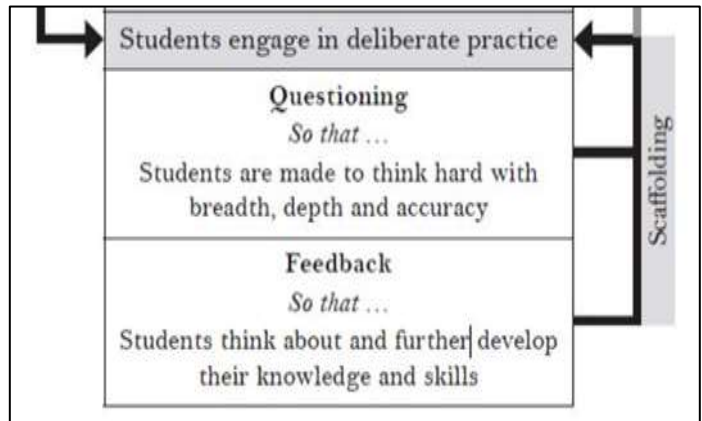
- Is practical work and other activities carefully modelled?
- Are examples of excellent work shared and compared? "This is great because..."
- Are exemplary examples of subject specific products, including writing, deconstructed with the students?
- Is subject specific writing then modelled and co-constructed with the students?
- Is 'expert thinking' modelled by verbalising implicit thought processes?
- Is modelling scaffolded to maximise the learning for all students?

Practice

- Once the students have had input from the teacher, are they given time to practice the new knowledge and skills?
- Are mistakes observed or understanding checked, leading to intervention when necessary to ensure that practice is perfect?
- Are mistakes utilised as a key aspect of learning?
- Is practice supported by scaffolds and support when necessary?
- Are scaffolds and supports removed at the right time to allow for independence?
- Is there evidence that threshold concepts (Key subject-specific knowledge and skills) are practised regularly to improve retention?

Feedback

- Is there an appropriate mix of verbal and written feedback?
- Are students encouraged to critique the work of their peers?
- Is feedback kind, specific and helpful?
- Is feedback designed to make them think – instead of giving them the answer?
- Is feedback timed right i.e. are students given enough ‘struggle time’?
- Are students expected to move towards ‘closing the gap’ by responding to feedback?
- As a result. Do students know what they need to do to achieve?
- Are self-assessment strategies such as proofreading, editing and redrafting employed to aid metacognition?
- Is teaching flexible, based on feedback from the performance of students?



Questioning

- Does questioning involve a wide range of students?
- Does questioning both deepen and develop thinking and check for common misconceptions?
- Are students responses developed by further questioning?
- Are reluctant responders encouraged to respond by careful scaffolding and paired talking?
- Are students encouraged to respond to and evaluate the responses of their peers?
- Are students encouraged to ask questions?
- Are students expected to rephrase answers in Standard English?

Appendix 2

Our monitoring and reporting of assessment results and progress towards targets

Assessment is a continuous process which is integral to teaching and learning. It should be developed and implemented in such a way as to maximise understanding of what students know, understand, and can do, as well as identifying any areas for further improvement/development and to celebrate achievements in their broadest sense.

AIMS AND OBJECTIVES

To develop an approach to whole school assessing recording and reporting which:

1. Recognises and celebrates a wide range of achievements;
2. Identifies ways that students can improve;
3. Is linked to whole curriculum planning and delivery;
4. Motivates students to achieve targets that will enhance their learning and increase self-confidence;
6. Is in keeping with the school aims and ethos;
7. Enables teachers through the assessment process to plan effective learning experiences for students.

Key Terminology

Targets in KS4 and KS5 - This is the grade that a student should aim to achieve by the end of the Key Stage. This is the grade that the academy believes a student is capable of achieving if they make progress from their starting point. In KS4 these targets are derived from Key Stage 2 data. In KS5 the academy uses the KS4 grades achieved as well as the KS2 data to set targets for Level 3 qualifications.

Targets in KS3

This is the grade that the academy believes a student is capable of achieving if they make outstanding progress from their starting point, in order to be on-track for a given grade at GCSE.

For example, if a student has a target grade of 5 at the end of Year 9, they will be on-track to achieve a GCSE Grade 5 at the end of Year 11.

Target setting methodology

Each student in Brook Learning Trust has a single target grade for all subjects. This target is aspirational and is calculated using prior data. A student target grade is the average grade required to achieve a Progress 8 Score of 0, with one grade added. Meaning that if a student obtained their target grade in all subjects they would have progress 8 score around +1.

2016/17 onwards

Average KS2 scaled score	Target
115 – 120	9
110 – 114	8
105 – 109	7
100 – 104	6
95 – 99	5
90 – 94	4
85 – 89	3
80 - 84	2

Previous cohorts – those who began Year 7 prior to 2016

The DfE projected grade is calculated by looking up the KS2 Average Fine Score in the DfE Attainment 8 Estimate table, and then rounded to the nearest 10. This is divided by 10 to give the average grade per subject. One grade is added to ensure the target grade is suitably aspirational.

For example,

KS2 Average Fine Score	4.6
Attainment 8 Estimate	48.5
Rounded to the nearest 10	50
Average grade per subject	5
Target (one grade added)	6

Table B.1 2015 Attainment 8 estimates for each KS2 fine level

KS2 average fine level (English & Maths)	2015 Attainment 8 estimate	KS2 average fine level (English & Maths)	2015 Attainment 8 estimate	KS2 average fine level (English & Maths)	2015 Attainment 8 estimate
1.5 ^a	13.20	3.7	32.11	4.9	55.03
2.0 ^b	17.79	3.8	33.63	5.0	56.16
2.5 ^c	19.39	3.9	35.27	5.1	59.32
2.8 ^d	20.38	4.0	36.48	5.2	61.51
2.9	21.88	4.1	38.80	5.3	63.92
3.0	23.37	4.2	40.62	5.4	66.31
3.1	23.91	4.3	42.55	5.5	65.67
3.2	24.42	4.4	44.49	5.6	71.61
3.3	26.15	4.5	45.67	5.7	74.18
3.4	27.71	4.6	48.50	5.8 ^e	76.28
3.5	28.58	4.7	50.71		
3.6	30.24	4.8	52.76		

This table is not the latest DfE information and is for illustration purposes only

Unreformed GCSEs

Targets for unreformed GCSEs and BTEC subjects map across to reformed GCSE Targets as follows:

Target – Reformed GCSE	Target – Unreformed GCSE	Target – BTEC
9	A*	Distinction *
8	A*	Distinction *
7	A	Distinction
6	B	Merit
5	C	Pass
4	C	Pass
3	D	Pass
2	E	Pass

Data Collection

For each collection subject teachers will enter:

- Predicted Grade – The grade the teacher predicts the student to achieve at the end of the Key Stage.
- Exam Score - Percentage score for the exam sat during the exam week. This will be given in the context of the average score achieved by students sitting the same exam.
- Attitude to learning – Students’ attitude to learning taking into account things such as homework and engagement on a 4 point scale, 1 – outstanding, 4 – unacceptable.

Data will be collected three times a year for Years 7,8,9,10,12 and 5 times for Years 11 and 13 and all Collection dates will be preceded by an exam week. An example of the report card is shown below

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Assessment	Report to Parents
Collection 1	✓	✓	✓	✓	✓	✓	✓	End of Term 1	Start of Term 2
PPE 1					✓		✓	End of term 2	Start of term 3
Collection 2	✓	✓	✓	✓	✓	✓	✓	End of term 3	Start of term 4
PPE 2					✓		✓	End of term 4	Start of term 5
Collection 3					✓		✓	Mid Term 6	Not shared as exam results in August
Collection 3	✓	✓	✓	✓		✓		Mid Term 6	End of term 6

PROCEDURES

- Assessment practices must be consistent within the school;
- All information collected should have clear purpose and be used;
- Assessment should be:
 - Formative - to recognise achievement and to plan the next step
 - Diagnostic - to identify learning difficulties and indicate where help is needed
 - Summative - to record overall achievement
 - Evaluative - to assess the various aspects of the education that they have planned
- Departments should internally moderate marking to ensure consistency;
- Assessment procedures should allow individual progress to be monitored and measured;
- Students have an opportunity to have review sessions with their teachers concerning their overall achievements and targets at two parents evenings per school year. These will be delivered in our Re-teach learning episodes with the students, these may take place over a series of activities or even lessons;
- Form tutors and Heads of Year have a key role in monitoring the curriculum experience and achievements of the students.

A Student report:

- A student will only get one of the sentences about reading age, depending on their reading age and chronological age;
- Achievement points will only be green if the student has at least 10 more achievement points than behaviour points;
- Behaviour points will only be green if the number is less than 10;
- Punctuality will only be green if the number is more than 97;
- Attendance will be green if it is over 95 and yellow if is over 90 but below 95.

Year 10 Student Report Card				
Student	Sam Curties	Tutor Group	Bell 3	
Tutor	Miss Field	Date	February 2017	
Key Terms				
<ul style="list-style-type: none"> • Target Grade – This is the grade that a student should aim to achieve. This is the grade that the academy believes a student is capable of achieving if they make outstanding progress from their starting point. • Attitude Rank – A student's average effort across all subjects compared to all students in the year group, expressed as number between 0 (High) and 100 (Low) • Predicted Grade – This is the grade that the student is currently predicted to achieve at the end of the Key Stage. • Exam Score – The percentage score achieved by a student in the test for this assessment. • Exam Avg – The average score (as a percentage) attained in the test for this assessment. • Attitude to Learning (AtL) Grade – This is an indication of the effort and commitment that a student is showing towards his/her studies. Ranging from 1 (High) to 4 (low) 				
Academic Data				
Sam's Target Grade:		7		
Sam's Attitude Rank		90.3		
Subject Grades				
Subject	Predicted Grade	Exam Score	Exam Avg.	Attitude to Learning
English	6	80%	85%	3. Requires Improvement
English Literature	7	70%	67%	4. Unacceptable
Mathematics	6	50%	60%	3. Requires Improvement
Combined Science	4	60%	60%	3. Requires Improvement
Computer Science	8	80%	75%	4. Outstanding
Music	3	20%	40%	3. Requires Improvement
Product Design	8	45%	59%	2. Good
Religious Studies	3	10%	70%	2. Good
Sam's Reading age is above his chronological age. Sam's Reading age is similar to his chronological age. Sam's Reading age is 10 months below his chronological age.				
Pastoral Data				
The academy expects all students to have				
• at least a +10 points residual		• at least 95% attendance		
• less than 3% lateness.				
Sam's pastoral data is currently as follows...				
Achievement Points	Behaviour Points	Attendance	Punctuality	
54	44	93.33	97.95	

Appendix 3

Our Philosophy about Marking and Feedback

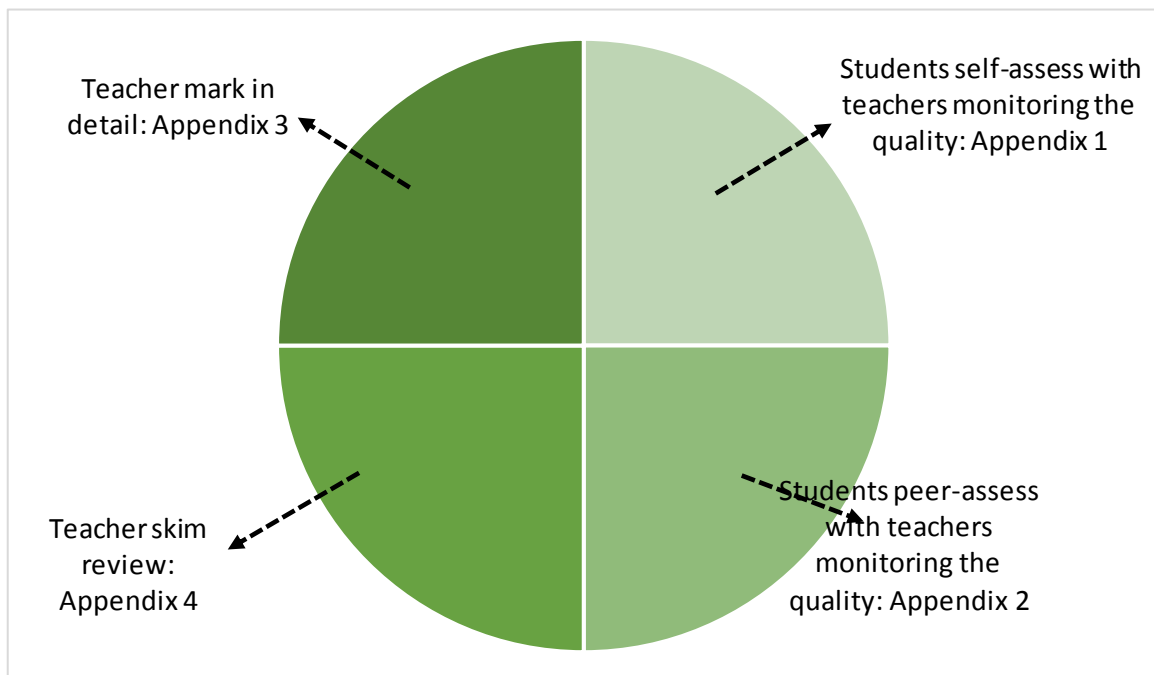
For feedback to have the desired impact of helping to raise student achievement and engagement it should be:

- Specific and Clear
- Focused on the task rather than the student and targeted to increase the students' task commitment.
- Explanatory and focused on improvement, not just verifying performance.
- Designed to attribute outcomes to factors that students can control.
- Designed to link outcomes and effort.
- Acknowledgement of class work maintains rigour and high standards which translates to other aspects of the work.

The range of strategies suggested in our approach recognises that there is no best way to mark and that marking should be 'Meaningful, manageable and motivating'.

Our approach to marking and feedback

Across a six week term we would expect to see the range of strategies below:



Within these range of strategies across the six week term the following requirements must also be met:

- A minimum of one piece of detailed marking and feedback, with a mark. This mark can be a number/percentage/Step or grade to be decided by the teacher's judgement. If a term falls within a trust assessment window this assessment piece can count. The feedback must contain a clear action for the pupil to respond too.
- A minimum of one whole class feedback sheet completed by teacher with their own choice of focus. The sheet must direct pupils to a clear action of response.
- The class teacher is able to show how they have used their professional judgement to select and utilise strategies across the range of our approach, which are appropriate to their classes and subject, to ensure that the feedback improves the pupil performance.

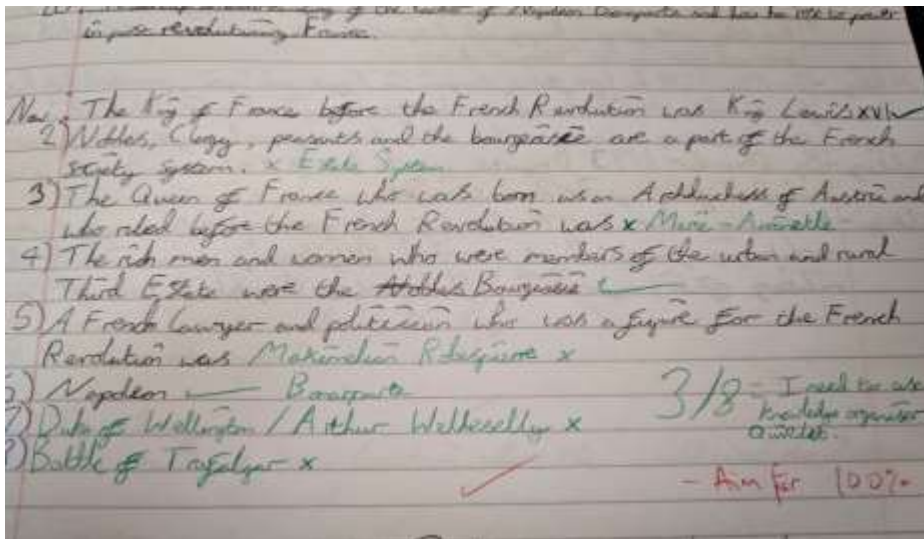
This approach is based on work found in the following books:

1. What every teacher needs to know about Psychology: Didau and Rose
2. Making good progress: Christodoulou
3. The learning rainforest: Tom Sherrington
4. What does this look like in the classroom – Chapter on assessment, marking and feedback: William and Christodoulou

Section 1: Students self-assess with teachers monitoring the quality

Suggested strategies could include:

- Pupil’s self-assessing short answer responses such as low stakes quizzing with a reflection of areas for development.



- Pupil’s self-assessing work with highlighters to match against teacher provided success criteria.*
- Pupils’ self-assessing answers based on teacher provided model exemplars.*
- SMHW automatic marking multiple choice tests. Pupils respond to mistakes as basis for further revision/follow up.

Quiz review for Josh Adams

Josh has performed above the class average. Click on the attempts to see the full details of each question

Josh Adams	91%		
Class average	69%		
Questions	Attempt 1	Attempt 2	Attempt 3
Which of these was not an aim of the Treaty of L...	⊗	⊗	⊗
Which of these reforms was not Wolsey's?	⊗	⊗	⊗
Which of these statements are true about Wolsey?	⊗	⊗	⊗
Why couldn't Wolsey get Henry a divorce from C...	⊗	⊗	⊗
What statement is not true about Cromwell's ear...	⊗	⊗	⊗
Which of these was not part of Wolsey's foreign ...	⊗	⊗	⊗
What did the Act in Restraint of Appeals of 1533 ...	⊗	⊗	⊗
What was not an aim of the Eltham Ordinances ...	⊗	⊗	⊗
Why was Cromwell keen for Henry to marry Ann...	⊗	⊗	⊗
Why did Henry's marriage to Anne of Cleves fail?	⊗	⊗	⊗
Why did Henry's marriage to Anne of Cleves fail?	⊗	⊗	⊗
Total score	4/11	8/11	10/11

Enter your comment below

0 / 1000

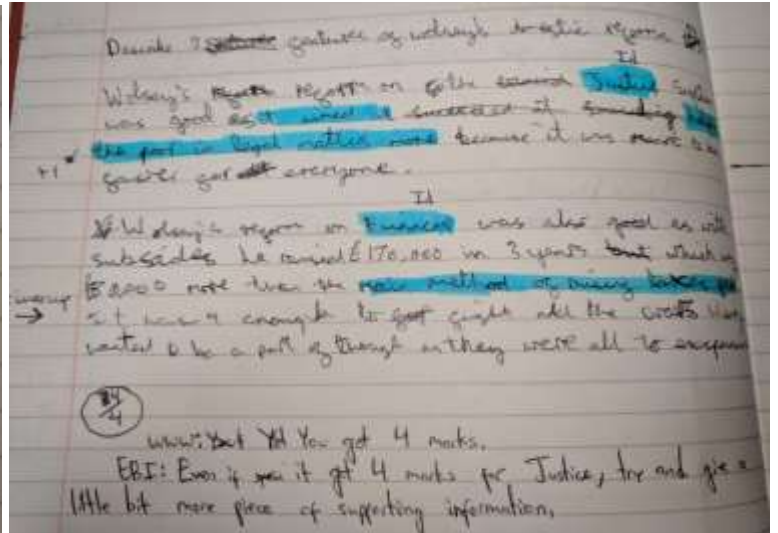
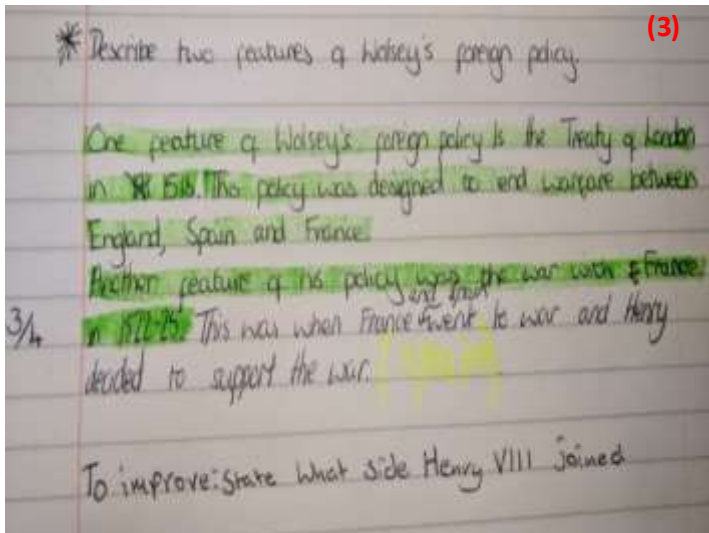
You posted a comment: Check Wolsey's foreign policy.

Section 2: Students peer-assess with teachers monitoring the quality

Suggested strategies could include:

- Pupils' peer-assessing short answer responses such as low stakes quizzing with a reflection of areas for development.
- Pupils' peer-assessing work with highlighters to match against teacher provided success criteria. * (2)
- Pupils' peer-assessing answers based on teacher provided model exemplars. * (3)

* All of these strategies can be utilised prior to teacher detailed marking.



Section 3: Teacher mark in detail

Suggested strategies could include:

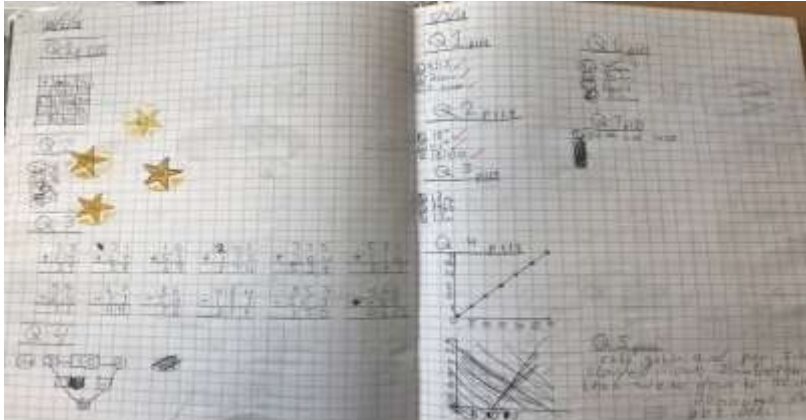
- Use of WWW with specific EBI follow up questions designed to get the pupils to improve their performance. This focus should not just be about 'improving the current piece of work', but rather the main purpose of feedback should be to help pupils do *a better job the next time they complete a similar task*.
- Use of department whole class marking sheet with clear specific guidance for individual pupils clear on what advice applies to them. The focus should be identical to the previous bullet point, but with the whole class marking sheet allowing the task to be more manageable for the teacher.

'Polaroid' moments and individual successes Examples to share with the class.	Presentation - Tick a target for improvement	Cause for concern incorrectly
<p>Harry Thompson, Alfie Sims, Bradley Hillier, James Pettigan - fantastic work, very accurate</p> <p>Adam, Mason O'Connor, Guopeng, Xavier, Leo - a great paragraph</p> <p>Thomas Simmons - use of <i>parce que</i> with opinions</p> <p>Kafel - you extended yourself by writing vocab lists</p>	<input type="checkbox"/> to underline date + title <input type="checkbox"/> to use a ruler <input type="checkbox"/> stick worksheets <input type="checkbox"/> improve presentation of work <input type="checkbox"/> Not doodling! <input type="checkbox"/> using a blue or black pen	<ul style="list-style-type: none"> • C'est = il • J'ai = I have • Je = I • Il ya = there is • Il n'y a pas = there is not • Stanley • Some of the SNHW • It was r
<p>D.I.R.T. Questions/Tasks: Pick 3 which apply to your work</p> <ol style="list-style-type: none"> 1. Write 3 sentences using <i>il y a</i> 2. Write 3 sentences using <i>il n'y a pas de</i> 	<ol style="list-style-type: none"> 3. Give your opinion on 3 school subjects 4. Write out 3 things you do in the morning 	

Section 4: Teacher skim review

Suggested strategies could include:

- Regular review of standards such as presentation/Titles/Underlining etc.
- Use of stamps to reward effort and attitude.
- Most work in a pupil's book will be acknowledged in a teacher 'skim': This could include a tick/date/initialling of work.
- SPAG – specific focus on spelling of key words.
- Use of Quizlet class study data to highlight misconceptions.

A screenshot of a digital learning interface. The title is "Superpower relations and the Cold War 1941-1991". Below the title is a navigation bar with icons for Search, Flashcards, Write, Quiz, Test, Watch, Study, and Live. Below the navigation bar, there are sections for "Sometimes Missed" and "Rarely Missed" questions. Each section has a question, a small image, and a "Mark as Done" button.

Superpower relations and the Cold War 1941-1991

SEARCH FLASHCARDS WRITE QUIZ TEST WATCH STUDY LIVE

Sometimes Missed Students get these terms right 33-75% of the time

75% Khrushchev
Who came to power in the Soviet Union after the death of Stalin in 1953?

Rarely Missed Students get these terms right 75-100% of the time

75% Brezhnev
Following Khrushchev's failed attempt to leave the USSR's control, who announced that the USSR would not allow any Eastern European country to reject Communism?

75% The Vietnam War
What military conflict occurred between 1954-1975 in south east Asia?

Appendix 4

Our approach to homework / Independent learning opportunities

What is homework? "Homework" refers to any work or activities which students are asked to do outside lesson time. Research over a number of years in this and other countries has shown that homework can make an important contribution to students' progress at school. Both teachers and parents need to know what is expected of students in the way of homework and how it should be organised and managed. This policy aims to provide guidance and information for teachers, parents and students within a common consistent framework. Homework tasks will be published on SMHW and could include tasks from SMHW modules, Quizlet, use of knowledge Organisers and extended written tasks etc.

Evidence suggests that homework makes the greatest contribution to learning when:

- There are high expectations of students in completing homework;
- There is a regular programme so that all key stakeholders know what to expect each week;
- Students and parents or carers are very clear about what they need to do;
- Homework assignments are carefully planned as part of schemes of work;
- There is consistent practice across departments in setting, managing and marking homework;
- Homework is regularly monitored to check that it supports students' learning in the best possible way.

The purpose of homework

- Independent learning: To develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of life-long learning and adaptability;
- Consolidation: Consolidating and reinforcing skills and understanding developed at school, this could be through use of Quizlet, SMHW activities and revision using Knowledge Organisers;
- Self-Discipline: Managing particular demands, such as GCSE or BTEC assignments;
- Research: Extending school learning, for example through additional reading or work;
- Practice: Learning by doing;
- Student/parent: Sustaining the involvement of parents and carers in the teacher partnership management of students' learning and keeping them informed about the work they are doing.

The intrinsic value of homework activities is far more important than the precise amount of time devoted to them. The homework timetables (published on website) will be co-ordinated across subjects and setting out subject allocations for each day. It will be expected that subject teachers will work within this timetable, both in giving homework and in setting deadlines for its completion.

The role of parents and carers in supporting students

- Providing a reasonably peaceful, suitable place in which students can do their homework;
- Making it clear to students that they value homework, and support the school in explaining how it can help them make progress at school;
- Encouraging students and praise them when they have completed homework;
- Expecting deadlines to be met and check that they are.

Feedback for students

If homework / independent work is to benefit students' learning they must be given prompt and appropriate feedback on what they have done. Quizlet and SMHW testing can generate immediate feedback and with other assignments this must be in a timely manner.