

Fairfield High School for Girls

Policy for Learning and Teaching



Approved by:	Quality of Education Committee	Date: September 2023
Last reviewed:	September 2022	
Next review due by:	September 2024	
Person Responsible:	Assistant Headteacher for Learning and Teaching	

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(i) Rationale

The first step towards outstanding learning and teaching is to have a challenging, ambitious curriculum. The curriculum at Fairfield High School for Girls is underpinned with the principle of 'outstanding progress for all' so that all of our pupils become successful learners, confident individuals, and responsible citizens. It gives pupils, especially the most disadvantaged and those with special educational needs and/or disabilities, the knowledge and cultural capital they need to succeed in life. Teachers at Fairfield are responsible for ensuring that our pupils know more and can do more through our ambitious curriculum. This policy outlines the principles of learning and teaching and outlines how teaching staff are expected to implement our curriculum to ensure an outstanding quality of education for all pupils.

What is successful learning?

According to Kirschner, Sweller and Clark, learning can be defined as a 'change in long-term memory'. This means more than just memorising discrete facts but refers to developing the full complexity of knowledge within a subject. For effective learning of the curriculum to take place we need to support pupils to think deeply, to build their schema of the curriculum and to be able to apply and demonstrate their knowledge. There is a clear link between thinking, learning and memory; this is illustrated through the following quote by Daniel Willingham: '*Memory is the residue of thought.*' The learning and pupil progress that results from expert teaching does not just refer to the internal and external grades that a pupil is awarded, but the knowledge they gain from the curriculum, the quality of work produced, their ability to demonstrate learning, and being ready for the next stage of their education.

What is effective teaching?

Professor Robert Coe in 'What Makes Great Teaching' (2014) and 'The Great Teaching Toolkit' (2020) presents evidence of the four factors that have the biggest impact on student outcomes:

1. Pedagogical content knowledge – the most effective teachers have deep knowledge of the subject they teach and understand the way students think about the content and identify their misconceptions.	2. Quality of instruction – introduce new learning, effective questioning, reviewing previous learning, modelling, practice time, effective assessment and feedback.
3. Classroom climate – interactions between teachers and students, teacher expectations, improving pupil effort and resilience.	4. Classroom management – efficient use of lesson time and classroom resources and management of behaviour consistently.

In support of this, Rosenshine (2012) synthesised forty years of educational research to present ten principles of instruction that constitute effective teaching. Allison and Tharby, in their book 'Making Every Lesson Count', have taken these factors and principles and outlined practical strategies for teachers to apply them in the classroom. This policy, and the Fairfield Expert Teaching Cycle, is underpinned by this educational research and literature into effective teaching. The bibliography lists further reading that supports the principles, expectations and recommendations of this policy. Teaching staff at Fairfield are expected to read and engage with this literature as part of their CPD and appraisal.

(ii) The Fairfield Expert Teaching Cycle

To promote a shared understanding of what expert teaching is, staff at Fairfield are expected to follow the stages and principles of the Fairfield Expert Teaching Cycle. The following five stages are expected to be evident over a sequence of teaching. This does not necessarily refer to an individual lesson; learning can take place within a lesson, but also over a longer period of time.

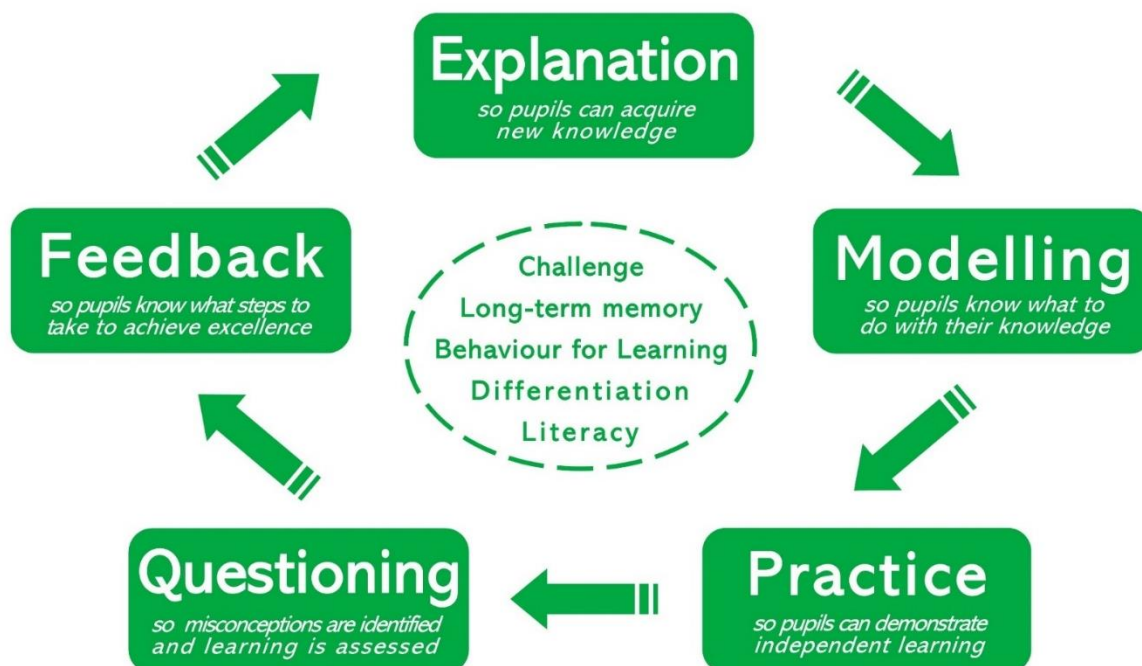
- (1) **Explanation** – so pupils acquire new knowledge and skills
- (2) **Modelling** – so pupils are shown, and know what to do with their knowledge
- (3) **Practice** – so pupils can demonstrate, and move towards, independent learning
- (4) **Questioning** – so pupils think with depth, misconceptions are identified and learning is assessed
- (5) **Feedback** – so pupils know what steps to take to achieve excellence

These five stages are supported by the following five principles, evident throughout the cycle:

- (A) **Challenge** – so pupils have high expectations of what they can achieve
- (B) **Long-term memory** – so pupils retain their learning of the curriculum
- (C) **Literacy** – so pupils can access the curriculum and read, write and talk about their learning
- (D) **Differentiation** – so all pupils learn the curriculum and their needs are met
- (E) **Behaviour for learning** – so pupils have a supportive environment for learning



The Fairfield Expert Teaching Cycle



Teacher Walkthrus – To support the implementation of the Fairfield Expert Teaching Cycle all staff have access to the Teacher Walkthru CPD resources. The Teacher Walkthrus are a collection of over 200 teaching techniques, with step-by-step instructions, explaining how they could be implemented. These are used within Learning and Teaching CPD sessions and Peer Coaching groups. Twenty-one core Teacher Walkthru strategies have been recommended to support effective teaching and these are shared with staff in Learning and Teaching CPD sessions. Teachers have the autonomy to implement other effective strategies, especially techniques specific and effective to their subject curriculum.

Fairfield Expert Teaching Cycle – Best Practice Guidance

Stages	Principles
<p>(1) Explanations - Expert explanations should be delivered to ensure pupils meet the learning objectives. High-quality resources should be used to help pupils acquire new knowledge. Dual-coding strategies could be used to support effective explanations and consideration given to cognitive load theory.</p>	<p>(6) Challenge - Lessons should be part of a knowledgeable, coherently sequenced curriculum that gives pupils the knowledge and cultural capital they need to succeed in life. Learning activities should be challenging to promote deep thinking. Resources used should be high-quality with a high level of challenge for all pupils</p>
<p>(2) Modelling – Examples of high-quality work (WAGOLLs) should be shared with pupils regularly. ‘Live modelling’ strategies should be used, to show pupils how to apply their substantive and disciplinary knowledge and to support their metacognition of learning. The ‘I do – We do – You do’ strategy can be used for scaffolding and differentiation for all pupils.</p>	<p>(7) Long-term memory - Strategies to support long-term memory should be at the core of the curriculum. Teachers should use a variety of strategies, such as ‘Do Now’ retrieval quizzes at the start of a lesson, effective plenaries, teaching of revision techniques, opportunities for independent practice and revision and regular low-stakes quizzes.</p>
<p>(3) Pupil practice - Pupils should be given time to practice and apply new knowledge and skills to develop as independent learners. Learning tasks should have clear success criteria and opportunities for thinking and asking questions provided. Throughout pupil practice there should be opportunities to develop the metacognition and self-regulation ability of pupils.</p>	<p>(8) Literacy – A wide variety of literacy strategies, should be used throughout the teaching of the curriculum. <u>Reading</u> – regular challenging texts, pre-reading tasks, DARTs, regular reading fluency strategies, <u>Oracy</u> – speaking frames and pupil presentations. <u>Writing</u> – writing frames, live modelling, talk for writing <u>Vocabulary</u> – tier 2 and 3 vocabulary, glossaries and the Frayer model.</p>
<p>(4) Questioning - A variety of questioning strategies should be used throughout the teaching cycle to support explanations, identify misconceptions, and assess learning. Recommended strategies include higher order questioning, thinking time for pupils, cold-calling, think-pair-share and the principle of ‘no opt out’.</p>	<p>(9) Inclusion and differentiation – Teaching should be responsive and adaptive to meet individual pupils’ learning needs especially for pupils with SEND, disadvantaged pupils, EAL pupils and high prior attaining pupils. Teaching staff must regularly check EHC plans, Pupil Passports for Learning, EAL Passports, the Inclusion Register and SIMS for key pupil information.</p>
<p>(5) Feedback - Verbal and written feedback should be embedded within lessons so pupils know how they are doing and what steps to take to achieve excellence. Whole-class feedback and self-assessment can be used. Pupils must be given opportunity to respond to their feedback by either improving the assessed work or applying the feedback to future learning tasks.</p>	<p>(10) Behaviour for learning – Teacher staff must use effective behaviour for learning strategies, maintain good relationships with pupils, and follow school behaviour policies to support a positive learning atmosphere. Clear routines, positive language, and proactive strategies should be used. Recommended strategies can be found in the ‘Fairfield Core 10 Behaviour Strategies’ resource.</p>

Other Aspects

<p>(11) Subject knowledge - Teaching staff at Fairfield are expected to maintain and update their subject knowledge, including pedagogical content knowledge, for the curriculum they are teaching.</p>
<p>(12) Summative Assessment – An effective summative assessment strategy must be implemented to measure progress towards curriculum end-points. A variety of types of assessment should be used and assessment data should be analysed to monitor progress.</p>
<p>(13) Home learning - Home Learning tasks must be high-quality and have a clear educational value. Home Learning tasks should be part of a carefully planned curriculum and can either develop existing learning or introduce pupils to new learning.</p>
<p>(14) Mathematics and ICT skills - Opportunities should be provided when appropriate to reinforce cross-curricular skills such as mathematics and ICT within lessons.</p>
<p>(15) Personal Development - Lessons should support, when appropriate, pupils’ personal development e.g. SMSC education, being active citizens, promoting British Values, character development, building resilience, supporting mental health, ensuring safeguarding, promoting equality and providing careers guidance.</p>

(iii) Feedback

The purpose of feedback is to help pupils make progress in their learning. It is a powerful tool in closing the gap between where the learner is and where we want them to be in meeting the end-points of the curriculum. The Education Endowment Foundation has identified feedback as the most effective teaching strategy to improve student outcomes (+8 months learning). Feedback can refer to both the written feedback and the verbal feedback that pupils receive at various stages of the teaching cycle. The following ten Fairfield principles of feedback have been influenced by the recommendations in the EEF report 'Teacher Feedback to Improve Pupil Learning' (2021).

The Fairfield Principles of Feedback

(1) High-quality instruction - For feedback to be effective teachers must first provide high-quality instruction as described in the Fairfield Expert Teaching Cycle. The first task of the teacher before feedback is delivered is to provide expert teaching focusing on explanations, modelling and questioning.

(2) Learning Objectives - The learning objectives must be explained clearly at the beginning of the teaching cycle. Both learners and teachers can then return to the learning objectives during lessons and at the end of the sequence of teaching to monitor understanding and progress.

(3) Focus - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils have and identifying misconceptions with reference to learning objectives, success-criteria and curriculum end-points. Specifically, high quality feedback should focus on a combination of the task, the subject, and self-regulation strategies.

(4) Written feedback - Faculty and subject leaders must provide guidance to teachers regarding the frequency, quantity, timing and type of written feedback expected. Staff workload and 'opportunity cost' should be considered when providing this guidance. It is not expected that all pupil work should receive personalised written feedback. Faculty and subject leaders will provide guidance on the appropriate timing for providing written feedback to pupils on key assessment tasks and how often this feedback is required within the curriculum. Various strategies and types of written feedback (targets, comments, questions, marks, grades) can be used as appropriate for the curriculum.

(5) Verbal feedback - This policy recognises that verbal feedback, through various strategies such as whole-class feedback, verbally reviewing completed exam papers or written tasks, using various questioning techniques, supporting pupils with self-assessment tasks and giving verbal feedback on practical demonstrations can be as effective as written feedback. Subjects must have a clear strategy for the balance between written and verbal feedback given to pupils over a sequence of teaching.

(6) Self-Assessment - Teachers should also provide learners with regular opportunities to assess their own work and, if appropriate, consider using strategies for peer assessment. WAGOLs should be used to support modelling, feedback and self-assessment.

(7) Responding to feedback - Teachers should also provide opportunities for pupils to use and respond to feedback. According to Dylan Wiliam there are two simple conditions for feedback to work (i) pupils are given advice on how to improve and (ii) pupils act on this advice. Opportunities in lessons should be given for pupils to use the feedback they receive either to improve the assessed work or to be used in a future learning activity.

(8) Differentiation - Feedback should be differentiated, when appropriate, so that all pupils, including pupils with SEND, disadvantaged pupils, pupils with EAL and HPA pupils are supported to improve their work and their learning.

(9) Motivation and Praise - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage pupils to welcome feedback. Feedback must be encouraging by using praise and recognising effort and pride in work.

(10) Subject-Specific – This policy recognises the importance of subjects choosing the focus, frequency, timing and type of feedback to meet the learning needs of their pupils and the curriculum. Faculty and subject leaders must provide guidance to teachers as to how these principles are applied and this should be documented in the Curriculum Rationale for each subject.

Feedback Core Expectations:

- **Pupils must know the learning objective of the lesson; it is for staff to decide if it is to be written down by pupils.**
- **Feedback must be focused on the learning objective, success criteria, curriculum end-points or examination specification, as appropriate.**
- **Feedback must guide pupils towards improving their work. This could be as a challenge, a target, an EBI statement, a 'Next Steps' statement, a question or some other method that will support real and identifiable progression in their learning.**
- **Staff must give written feedback in a colour other than red ink. Red pens are to be used by pupils to respond to comments or questions, act on the next steps and make literacy corrections.**
- **Effective verbal feedback strategies, either whole-class or individually, should be used regularly within lessons.**
- **Pupils are to be given time to reflect on and respond to feedback. Time within the lesson, such as MAD time, could be used for this. Subsequent work should show progress resulting from verbal and written feedback.**
- **When giving feedback, staff must recognise, when appropriate, the achievements pupils have made and use 'Reward Points' and other systems of praise.**
- **Faculty and subject leaders must provide guidance to teachers regarding how the ten principles of feedback are implemented in the subject curriculum.**

(iv) Literacy across the curriculum

Fairfield High School for Girls is committed to raising the standards of literacy of all its students, so that they develop the ability to use literacy skills effectively in all areas of the curriculum and to cope confidently with the demands of further education, employment and adult life. High levels of literacy can be attained through a commitment to developing reading for pleasure. The benefits of this are far-reaching. Aside from the sheer joy of exercising the imagination, evidence indicates reading for pleasure improves literacy, social skills, health and learning outcomes. It also gives people access to culture and heritage and empowers them to become active citizens, who can contribute to economic and social development.

Literacy underpins the Fairfield curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. All Faculties and all teachers have a crucial role to play in supporting students' literacy development. Competent literacy skills also enable pupils to read, understand and access examination materials, so that pupils can achieve their educational potential across the curriculum. Our key aim is for each and every pupil to leave school confident and proficient in writing, oracy and reading.

Spelling, Punctuation and Grammar (SPG) - Teaching staff may use the following literacy codes to correct SPG when giving written feedback. It is not expected that every SPG mistake is corrected. Teaching staff should strategically select which corrections should be made that benefit the pupils the most. Other strategies that help pupils identify and self-assess their SPG can be used.

Marking Code	What it means	Correction Activities
SP	Incorrect Spelling or you've chosen the wrong homophone	Write the correct spelling 3 times in the margin. Any frequent spelling mistakes will be marked with the letter 'F'. Add these to your Fairfax to learn using look, cover, write and check.
P	Incorrect or missing punctuation	Correct the punctuation and check for errors in the rest of your writing. Ask for support if unsure.
//	New paragraph needed	Look at why a new paragraph was needed. Label the reason for it using TiPToP.
C	Capital letter needed	Add in the capital letter. Check through the rest of your writing and make any corrections.
G	1: The sentence/word does not make sense. 2: There is a missing word 3: The sentence is incomplete 4: There is an issue with tense	Read the sentence aloud to locate the mistake and rewrite the sentence.
?	Expression isn't clear	Read the sentence aloud and rephrase your idea.

Literacy Teaching Strategies - In lessons, teachers must use a wide range of disciplinary literacy teaching strategies to support pupils learning of the curriculum and their literacy skills. Schemes of learning and lesson resources should show opportunities for literacy strategies embedded into the subject curriculum. The recommended strategies below have been shared in CPD sessions and it is expected that a variety of these are evident in lessons, when appropriate:

Reading – reading comprehension strategies (regular challenging texts, pre-reading tasks, DARTs, skimming, scanning and zooming) reading fluency strategies (choral repetition, mumble reading, guided oral reading, repeated reading)

Oracy – opportunities for using Talk Tactics, Discussion Guidelines, structured talk, speaking frames and pupil presentations.

Writing – disciplinary writing strategies, writing frames, modelling, WAGOLLs, talk for writing

Vocabulary – tier 2 and 3 vocabulary, glossaries, Frayer model and SEEC model

Reading Ages - Teaching staff must be aware of the reading age of their pupils and the recommended classroom intervention strategies for pupils below their reading age. It is every teacher's responsibility to support pupils improve their reading comprehension and fluency.

Literacy Core Expectations:

- **Staff are to be familiar with the terminology, techniques and approaches used by the English Faculty in day-to-day literacy teaching. Literacy CPD will be delivered to support this.**
- **Staff are to use appropriate literacy strategies in delivering their own subject curriculum whilst developing their own subject's 'disciplinary literacy'.**
- **Schemes of learning and lesson resources should show evidence of literacy strategies embedded into the subject curriculum.**
- **Staff must provide regular reading opportunities and use a variety of reading comprehension and fluency strategies throughout the delivery of their subject curriculum.**
- **Staff must be aware of the reading age of their pupils and the recommended classroom intervention strategies for pupils below their reading age.**
- **Staff must provide appropriate oracy opportunities and use a variety of oracy strategies throughout the delivery of their subject curriculum.**
- **Staff are to be aware of the appropriate literacy expectations of pupils and the difficulties that might be experienced with literacy skills.**
- **Staff are to support and maintain a growth mindset and positive attitude towards reading and literacy.**
- **Key Stage 3 expectations**
 - (i) **Reading one challenging text, supported with reading comprehension and fluency strategies, each half term (once per term for subjects delivering lessons once a fortnight)**
 - (ii) **Start every unit of work with a glossary (either pre-populated or to be completed by pupils with definitions)**
 - (iii) **Complete one formal spoken presentation (whole-class or to smaller groups) during the course of the year**

(v) Inclusion and Differentiation

It is the teacher's responsibility to be aware of individual pupils' learning needs and to ensure that learning and teaching is suited to those needs. The inclusion register and SIMS will identify pupils in different groups such as pupils with SEND, pupils with EAL, disadvantaged pupils, cared for children, low, medium and high prior attaining pupils and minority ethnic pupils.

It is an expectation that teachers use adaptive teaching and differentiation strategies to support individual pupils' learning needs. This could be through 'support and challenge' for lower attaining pupils or 'stretch and challenge' for higher attaining pupils. This may take the form of differentiation by resource, task, grouping, pace or questioning, if appropriate to the learning objectives. All teachers are expected to adapt their teaching as a responsive way to provide focused support to pupils who are not making progress. In many cases this will take the form of high-quality, expert classroom teaching for all pupils with adaptive teaching as required. It is also important to note that education research does not support the theory that pupils have distinct and identifiable learning styles (VAK) and therefore differentiating by learning style is unlikely to improve learning.

Pupils with SEND

Teaching staff need to ensure they are aware of the learning needs of pupils with SEND in their teaching groups. This information is available in the Inclusion Register and Pupil Passports for Learning shared on the school network and SIMS. It is imperative that these working documents are read regularly throughout the year and after each termly review window.

Information regarding pupils with SEND must be recorded on class lists and seating plans and the learning needs of pupils must be considered when arranging seating plans.

Teaching Assistants are to be deployed to maximise progress in the classroom. It is imperative that staff and TAs meet to discuss responsibilities and give clarity to roles and expectations within the lesson.

Teaching Assistants must know what they are in the lesson to do and exactly who they are supporting. Prior to a new topic or learning sequence it is important that both the teacher and Teaching Assistant meet to discuss the learning objectives and the individual learning tasks that will be completed.

The classroom teacher and Teaching Assistant should meet termly to have a 'SEND Collaborative Conversations' about the pupils that are being supported.

At regular points through the year, the class teacher is responsible for the completion of EHC updates for pupils in their teaching groups.

Staff can make SEND referrals to the SENCO, using the appropriate form, for pupils not recorded as having special educational needs.

For more information regarding SEND at Fairfield please read the Policy for SEND.

Disadvantaged pupils

Teachers must take all reasonable steps to ensure disadvantaged pupils are not further disadvantaged within school. It is the responsibility of teaching staff to understand and reduce barriers to learning for their disadvantaged pupils.

Teachers are expected to know who the disadvantaged pupils are in their teaching group. Information regarding disadvantaged pupils must be recorded on class lists and/or seating plans and the learning needs of pupils must be considered when arranging seating plans.

Intervention strategies should be put in place for under-achieving disadvantaged pupils and priority should be given to disadvantaged pupils where appropriate. It is also acknowledged that the most effective way to improve progress and learning for the disadvantaged cohort is high-quality teaching for all pupils within the classroom.

When organising voluntary trips or events, staff should aim to ensure a fair representation of disadvantaged pupils are participating. Financial barriers to participation in extra-curricular trips and events should be considered with appropriate requests for funding where necessary. Requests for funding should be made for additional learning resources to support disadvantaged pupils as needed, such as revision guides.

Pupils with EAL

Teaching staff are expected to know who the pupils with EAL are in their teaching groups. Teachers must read their EAL Passports, be aware of their proficiency in English and the recommended support strategies to be used. Teachers should consider using the Bell Foundation 'Great Ideas' and other recommended teaching strategies to further support EAL pupils in the classroom.

High Attaining Pupils (HPA)

The HPA cohort is identified through KS2 data and this information can be found on SIMS. Teachers need to be aware of the HPA cohort within their teaching groups and consider the learning needs of this group in planning and delivering lessons. Classwork and Home Learning tasks must stretch and challenge the HPA cohort. In class provision is likely to include:

- opportunities to embed learning into long-term memory;
- setting pupils more challenging extension tasks;
- opportunities for independent research;
- activities that require higher order thinking skills;
- activities that link new learning to prior learning;
- extra reading of challenging texts linked to learning objectives.

(vi) Home Learning

Home Learning is an integral part of the learning process at Fairfield High School. Evidence shows that the impact of Home Learning, on average, is five months' additional progress (Education Endowment Foundation Teaching Learning Toolkit, 2018). It is a powerful tool for extending the range and depth of a pupil's knowledge, as well as developing organisational skills, self-motivation and resilience. Effective home learning helps pupils to consolidate their knowledge of the curriculum, provides stretch and challenge to all pupils, supports long-term memory and promotes independent learning. The purpose of Home Learning at Fairfield High School for Girls is to:

1. deliver the highest quality of education possible by enhancing the knowledge-led Fairfield curriculum;
2. improve the long-term memory of the curriculum by all pupils;
3. provide opportunities for independent learning with appropriate stretch and challenge and support for all pupils;
4. improve revision and exam skills to help pupils prepare for exams and summative assessments;
5. support parents/carers in their understanding of the Fairfield curriculum.

(i) Quality and Setting of Home Learning

- Home Learning tasks must be high-quality and have a clear educational value. The tasks must be varied, differentiated when necessary and accessible to *all* students.
- Home Learning tasks should be part of a carefully planned curriculum and delivered consistently within a subject.
- Home learning tasks should focus on learning knowledge from one of the following:
 - current lessons and topic being taught to embed learning;
 - previous topics taught (e.g. last term / last year) to focus on revision of prior learning;
 - a standalone strand, theme, skill or a topic that is separate from lessons.
- Home Learning tasks should belong to one of four categories:
(i) reading and research (ii) revision (iii) practice (iv) creative
- Home Learning should be set regularly in accordance with the allocation chart on page 14.
- It is the responsibility of teachers to ensure that every pupil accurately records the home learning task in their Weekly Planner.
- Home Learning tasks must be set on Microsoft Teams through the assignments function. Written instructions and if necessary resources for every Home Learning task should be included in the assignment details.
- Assignments should be named as follows <Type of Home Learning> - <Task title>
For example: Revision – Deforestation Revision Flash Cards
- Home Learning should be completed by all pupils, unless acceptable reasons are given.
- Pupils with SEND may require additional support and reasonable adjustments from staff in the setting of and completion of home learning tasks. Expectations will be in line with EHC Plans and Pupil Passports, where appropriate, and staff should seek to work with parents/carers to provide appropriate support for completion. Further support with Home Learning is available to pupils with SEND at lunchtime in Student Support.

- Deadlines for submission should be clear and appropriate for the needs and ability of all pupils and should not be extended for those who make little or no effort to complete the task on time. Deadlines should not be set for the next day to allow pupils reasonable time to manage their workload. For extended tasks, such as project work, give clear guidelines on the expected rate of work and monitor the completion regularly.
- When setting home learning tasks it should be done in an appropriate part of the lesson that will enable pupils to have time to ask for further support and explanation.
- Teachers should explain the expected outcomes and assessment criteria of the task, including presentation style and quality. Instructions on the length of written tasks should be expressed in number of words rather than pages

(ii) ICT and Home Learning

- Pupils should not be disadvantaged by their access to computers, the internet or technology in the completion of Home Learning tasks. If pupils do not have access to computers or the internet at home, computer facilities are accessible to the pupils in school for use in their own time. If necessary, teachers should provide alternative tasks or equivalent paper resources if pupils cannot access the internet or computers at home or at school.
- If Home Learning involves the use of the internet teachers must recommend sites appropriate to the age group and task concerned. The main priority is to ensure appropriate levels of e-safety.
- Guidance on how to complete internet research should be given. If appropriate, guidance should be given on plagiarism and referencing resources correctly.

(iii) Quantity of Home Learning

- There should be a regular programme of Home Learning in each subject, so that pupils and parents/carers, knows what to expect each week.
- Where two members of staff teach a single group, they must liaise with each other to ensure that they are following the agreed Home Learning schedule and not setting excessive amounts of work.
- During the first fortnight in September, Form Tutors and subject teachers are to support pupils in completing the Home Learning timetable in the Weekly Planner. This will outline the days of the week and the time allocation for Home Learning in each subject area. This promotes organisation and supports completion, with parents/carers fully aware of what is expected for pupils.
- When Home Learning is set, we describe this as a *unit* of Home Learning. How many units of Home Learning a subject sets per fortnight and the maximum length of time the pupils are expected to spend on the Home Learning will depend upon the year group and curriculum time allocation.

Key Stage 3 – The minimum time a girl is expected to spend in years 7, 8 and 9 on each Home Learning unit is 30 minutes. The information below shows the minimum number of units each subject will set over a fortnight.

Subject	Number of units
Mathematics	2
English	2
Science	2
MFL	2
Technology	1
Geography	1 (2 Yr9)
History	1 (2 Yr9)

Subject	Number of units
Religious Studies	1
Life Skills	1
Art	1
Performing Arts	1
Computer Science	1
PE	1

Subjects can apply the scheduling of their allocation of units in a manner that is best for the learning of their curriculum. For example, English may set a one hour home learning task (2 units), once a fortnight, Computer Science may set a weekly 15 minute task (1 unit a fortnight) and PE might set a half-termly project (3 units a half-term) with an estimated completion time of 90 minutes.

Key Stage 4 - The minimum time a girl is expected to spend in years 10 and 11 on each home learning unit is 1 hour. The information below shows the number of units each subject will set over a fortnight.

Subject	Number of units
Mathematics	2
English	2
Science	3
Geography or History	2

Subject	Number of units
Option 1	2
Option 2	2
Option 3	2

The amount of revision and exam practice home learning tasks being set over holidays will be monitored by SLT. Consideration will be given to pupil workload, whilst at the same time supporting pupils with the best possible preparation for their GCSE and VTQ exams.

(iv) Monitoring, Feedback and Intervention

- Completion of Home Learning tasks should be checked on the submission / deadline day.
- Feedback on Home Learning should be in line with the Feedback section of this policy, given either by the following lesson, or within a reasonable time frame
- Depending on the task it may be appropriate for pupils to receive feedback by peer or self-assessment or whole class feedback to support teacher workload.
- Staff will develop and use intervention strategies to ensure identified pupils are supported to complete Home Learning tasks on time and to the best standard possible.

- Completion of Home Learning must be monitored by teachers and a sanction, as described below, applied if it has. Failure to complete Home Learning will result in a 10-minute detention and a new deadline for the Home Learning task to be completed by. A second home learning task not completed will result in a 30 minute detention with the subject teacher and a third home learning task not completed will by a 30 minute Faculty leader detention with a suitable further intervention e.g. a Curriculum Report. This escalation of sanctions will restart each term except for subjects with a low frequency of lessons (e.g. Music, Drama, Computer Science). These sanctions can be applied for a poor attempt at the task, dependent on the pupil's ability.
- Teachers must also award a behaviour point in SIMS each time a home learning task is not completed and if a 30 minute detention is awarded enter this into SIMS, in line with the expectations within the Policy for Outstanding Conduct and Behaviour.
- If pupils have copied Home Learning from another pupil a 30-minute detention should be issued. It may be appropriate to sanction the pupils whose work was copied, depending on the circumstances.
- It is the responsibility of the subject teacher to inform the Subject or Faculty Leader if three Home Learning tasks are not completed, in order for the pupil to be placed on a Curriculum Report. This may not be appropriate if a pupil is already on a Pastoral Report to their Form Tutor or Head of Year.
- Parents/carers may be contacted about home learning concerns at any stage and must be contacted if the pupil is placed on a Curriculum Report. Parents will also be made aware of non-completion through the SIMS reporting systems.
- In some circumstances, it may be appropriate to extend deadlines so that work can be completed. This is at the discretion of the member of staff concerned.
- Subject and Faculty leaders should support teachers with pupils who have a pattern of not completing Home Learning tasks on time or to an acceptable standard.
- It is the responsibility of Form Tutors to monitor behaviour points on SIMS to identify non-completion of Home Learning tasks by pupils across subjects. This may be followed up with communication with Heads of Year and parents/carers as appropriate.

(v) Quality Assurance

- It is the responsibility of Subject or Faculty leaders to ensure:
 - programmes of study and medium-term plans include Home Learning tasks and there is a clear strategy and rationale for Home Learning within their subject;
 - quality assurance processes are used to monitor the setting, completion, quality and effectiveness of Home Learning tasks;
 - subject teachers plan, set and give feedback on Home Learning tasks according to this policy;
 - Home Learning tasks should be standardised and shared across subjects to support teacher workload and teachers within their department or faculty share suitable Home Learning materials and tasks.
- Pastoral leaders or members of the Senior Leadership Team may also complete quality assurance processes to monitor Home Learning.

(vi) Parents and Carers

- Parents/carers are expected to use Haldor Homework or check their child's Microsoft Teams account to make sure they are aware of the home learning tasks that their child needs to complete each week.
- Parents/carers may need to help their child schedule when home learning is completed to fit in with personal activities, hobbies and commitments.
- Parents/carers should consider the provision of a suitable working environment for their child/children to work in.
- Parents should support school actions taken to ensure completion of Home Learning.

Home Learning Core Expectations:

- **Home Learning tasks set should be high-quality and part of a scheme of learning, either to consolidate and develop existing learning or introduce pupils to new learning.**
- **It is the responsibility of the classroom teacher to facilitate the recording of Home Learning tasks in the Weekly Planner by pupils; staff will be aware of those pupils who require support in entering tasks accurately.**
- **Home Learning must be set on Microsoft Teams for every home learning task using the naming convention in this policy.**
- **Home Learning is to be recorded at an appropriate point in the lesson to ensure that all pupils understand the task and timeframe for completion.**
- **As a *minimum* expectation, Home Learning tasks will be set according to the unit allocation listed in this policy.**
- **Failure to complete Home Learning tasks will result in a 10 minute detention, escalating to a 30 minute subject teacher detention and then a 30 minute Faculty leader detention and a behaviour point being awarded in SIMS.**
- **Failure to complete three Home Learning tasks will result in the pupil being placed on a Curriculum Report (unless on another Pastoral Report) and contact being made with parents/carers.**
- **Middle and Senior leaders use the reporting functions in SIMS to monitor the completion of home learning across subjects.**

(vii) Mathematics across the Curriculum

Fairfield High School for Girls is committed to raising the standard of mathematical skills and knowledge across the curriculum for all pupils. These skills are necessary for pupils to be successful learners, confident individuals and responsible citizens; they are fundamental in empowering pupils to reach their maximum potential.

Mathematical skill is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. It also demands understanding of the ways in which data is gathered by counting and measuring, how it is presented in graphs, diagrams, charts and tables.

Our key aim is for each and every pupil to leave school with:

1. a good grasp of problem solving and to be equipped with a variety of strategies to employ when faced with a problem;
2. a confidence and competence in using and applying Mathematics, recognising that skills are transferable across different subject areas and in a variety of contexts;
3. a mastery of mathematical skills through the whole curriculum.

Mathematics across the Curriculum Core Expectations:

- **Support and maintain a growth mind-set and positive attitude towards Mathematics and using mathematical skills.**
- **Ensure that pupils are familiar with correct mathematical language, notation, conventions and techniques, relating to each subject, and encourage them to use these correctly.**
- **Deliver consistent teaching of mathematical skills using recommended methods to ensure consistency across school.**
- **Be aware of appropriate expectations of students and difficulties that might be experienced with mathematical skills.**
- **Encourage pupils to take pride in their mathematical ability, showing the importance of Mathematics to everyday life.**
- **Encourage pupils to think very carefully about when it is appropriate to use a calculator and when it is not.**

(viii) Professional Standards and Lesson Organisation – Core Expectations

Teachers are expected to meet all the standards as outlined in the Department for Education's Teachers' Standards. This policy supports teachers to meet the following standards in Part One: Teaching.

- (1) Set high expectations which inspire, motivate and challenge pupils;*
- (2) Promote good progress and outcomes by pupils;*
- (3) Demonstrate good subject and curriculum knowledge;*
- (4) Plan and teach well-structured lessons;*
- (5) Adapt teaching to respond to the strengths and needs of all pupils;*
- (6) Make accurate and productive use of assessment;*
- (7) Manage behaviour effectively to ensure a good and safe learning environment;*
- (8) Fulfil wider professional responsibilities*

The following is a list of core expectations related to maintaining high professional standards and organisation in the classroom:

- 1. Teaching staff and Teaching Assistants are expected to be in classrooms ready to receive pupils, at the very start of the lesson or registration period with a 'Do Now' task ready for pupils to complete.**
- 2. Teachers must ensure that Teaching Assistants know their role and responsibilities in the classroom and must be deployed to maximise learning.**
- 3. A register of attendance is to be completed and submitted within the first 5 minutes of the lesson via SIMS.**
- 4. Seating plans and class lists should record details of pupil groups, including SEND information and pupils' latest assessment data.**
- 5. Pupils' personal data must not be left on desks which could be seen by others accidentally. The same goes for personal data written on note paper, on top of the printer, or an unattended computer screen (GDPR compliance).**
- 6. Pupils' books/files should contain relevant overviews of the course.**
- 7. There should be support provided for pupils who missed lessons via individual arrangements with the pupil.**
- 8. Classrooms should be neatly organised with clear, orderly staff desks and a stimulating learning environment. Displays must be engaging and used to promote learning.**
- 9. There must be clear, orderly entry and exit routines reflecting behaviour for learning.**
- 10. Pupils may drink water during lessons but must ask permission and bottles must not be left on desks.**
- 11. All pupils must remain in lessons unless they have an internal appointment slip, an external appointment for which the Fairfax is signed/note is supplied, or a toilet pass provided.**
- 12. Pupils must stand for any adult entering the room, unless under examination conditions.**
- 13. Email must not be used by staff during lessons.**
- 14. In the event of a member of staff having to leave the classroom, or at the end of the lesson, the staff computer must be locked (GDPR compliance).**
- 15. Staff should aim to avoid paper waste due to excessive photocopying.**

(ix) Bibliography

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- Understanding How We Learn – Yana Weinstein and Megan Sumeracki (2019)
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- The Curriculum: Gallimaufry to Coherence – Mary Myatt (2018)
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- A Marked Improvement – Education Endowment Foundation (2016)
- Making Every Lesson Count – Shaun Allison and Andy Tharby (2015)
- What Makes Great Teaching – Robert Coe (2014)
- The Secret of Literacy – David Didau (2014)
- Strengthening the Student Toolbox – John Dunlosky (2013)
- Principles of Instruction – Barak Rosenshine (2012)
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Supporting Policies

This policy must be read in conjunction with the following policies:

- Policy for the Curriculum and Assessment;
- Policy for Outstanding Conduct and Behaviour;
- Policy for SEND;
- Policy for Early Career Teachers.