



**Woodbrook Vale School  
Policy Document**

**Teaching and Learning Policy**

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## Teaching and Learning Policy

Teaching and learning is the core purpose of Woodbrook Vale School. We strive to develop the whole child and enable our students to become lifelong learners. We achieve this by giving every student a variety of different learning experiences, which will enable them to reach their full potential. We believe that through careful personalisation and differentiation, as well as effective and active learning, the students will achieve.

All staff have responsibility, collectively and individually, to contribute to the delivery of our, challenging and appropriate curriculum. Teachers have a responsibility to strive to facilitate engaging and active learning experiences, where the learning needs of all individuals are met.

Students have a responsibility to actively participate in their own learning and to use strategies available to develop their knowledge and skills for life. Students should use Frog and other mediums to help support their independent learning away from the classroom.

This policy aims to outline the characteristics of effective teaching and learning that are expected to be applied in lessons consistently at Woodbrook Vale School.

- Teaching will be high in aspiration and challenge across all abilities.
- Teachers will actively encourage students to show resilience
- Lessons will be thoroughly planned to ensure tasks are appropriate, inclusive, relevant and challenging at every level.
- Teachers will set, and share with students, at least one learning objective for individual lessons. Additional success criteria may be included where appropriate.
- Teachers will have a good knowledge of the subject they teach and fully understand subject-specific concepts and terminology
- Teachers will be aware of the individual needs of students within their class and have information available to them about their students when planning lessons eg 'GO4Schools – Prior Attainment/ SEND / Disadvantaged/ Gifted and Talented
- Teachers will ensure that effective differentiation (eg through 'Quality First Teaching') is provided for students, appropriately challenging all students and all groups of students. Where relevant, teachers will plan to work with additional colleagues (eg LSA/HLTA/Cover Supervisors) in supporting the learning of students.
- Where appropriate teachers will use differentiated questioning (eg Bloom's Taxonomy) and demonstrate understanding of the different ways students think about subject content.
- Within a series of lessons, learners will be presented with opportunities to work in a variety of ways, including individual, group and paired work. Technology will be used when appropriate and when teaching and learning is enhanced by its use.
- Students work will be marked in line with the schools marking policy including a dialogue of Next Steps and Next Steps Action applied through DIRT. 'Next Steps' comments will be directly linked to learning and progress and will be easily understood by all students. Students will be given opportunities to improve their work. They will be given time to apply their knowledge and understanding in new ways that stretches their thinking.
- Teachers will actively encourage students to take responsibility for their own learning and work independently when appropriate.
- Relevant stretching homework tasks will be set in line with guidance (see Appendix 1)
- Students will be given opportunities in lessons to strengthen their skills in reading, writing and mathematics, where appropriate, across all subjects.
- Teachers will adhere to the 'Behaviour and Rewards Policy' to help create a positive learning environment.

The individual lesson expectations:

- The teacher is greeting the students at the door (where possible).
- Students are working within 1 minute of entering the classroom and up to 1 minute before the end of the lesson.
- Lessons are resourced before the lesson.
- Communication with LSA's is done prior to the lesson or at the start of the lesson.
- Lessons will usually fit into the developed Scheme of Work.
- When the teacher is addressing the whole group, students will be silent so they are able to hear what is being said.
- No student is without work at any point during the lesson, including differentiated extension tasks.
- Low levels of disruption are dealt with quickly.
- Teachers move around the class offering 'active verbal feedback' as a part of the lesson.

## Homework

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At Woodbrook Vale School, we encourage students to take responsibility for their learning; we develop their ability to work independently and to organise themselves and their time. Homework is an integral part of students' learning and will be set regularly.

Homework is valuable because it:

- encourages students' self-confidence;
- helps them to develop the skills and motivation to study on their own;
- consolidates and reinforces skills and understanding developed in school;
- develops planning and problem solving skills;
- provides opportunities to develop research skills;
- involves parents, carers and others in their child's schoolwork.

The amount of homework set may vary week by week depending on circumstances. Some students are capable of doing more, others might do less – principles of differentiation should apply.

The quality of the homework being set and the homework being produced is of more importance than the quantity of homework produced.

All homework set must be recorded on GO4Schools which will be visible to parents. Written instructions, copies of files or links to Foldr can be used so students can access information they need from home. Please be mindful of students who do not have internet access to ensure they are not disadvantaged in completing the work.

It is the expectation that students still record the homework in their planners which is checked weekly by the form tutor.

The setting of homework will be monitored by the Head of Faculty and the SLT link to ensure the quality and consistency of the homework being set.

The purpose of homework should be made explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.

It should not be used as a punishment or penalty for poor performance.

A variety of tasks with different levels of challenge is likely to be beneficial to the learner.

Homework tasks vary. They might involve working on a project, learning/revising for a test via specific tasks, revising independently (supported with how to revise in PD lessons) doing some research around a topic this may support a future lesson, solving a problem or collecting items for a talk in school. Homework should extend students' learning. A large proportion of homework assignments are carefully planned as part of the schemes of work of different subjects.

Homework should be appropriate for the students for which it is set. As well as completing specific "set" homework, successful students spend time and effort at home learning their work. Much knowledge is required that can only be gained through efforts to learn it. All children ought to read at home - some should regularly read aloud - and the learning of spellings and French vocabulary and practice with numbers need regular attention.

If homework is not set for any reason then the student should work independently at home using revision guides, class notes, or software such as Keerboodle, SAM learning, BBC Bitesize or GCSEPod

## **Frequency and duration**

**KS4** students get a minimum of one piece of homework per GCSE course per week. There is no homework timetable for this as we expect the students to work with their teacher and tutor in managing their time effectively to ensure all homework is completed. This will be monitored through GO4Schools.

**KS3** Students should get a minimum of one piece of homework per subject per week for English, Maths, Science, Humanities and MFL. Art and Design, Music, PE, Drama, PD and Computing will give homework when appropriate. The guided duration a student should spend on a piece of homework is:

**Year 7** – 15-30min

**Year 8** – 20-30min

**Year 9, 10** – 30-45min + revision

**Year 11** – 45-60min + revision

Faculties setting homework for KS3 students may wish to set half termly project based homework with weekly 'check in' opportunities to ensure progress is being made.

Guidelines on the expected duration of the homework should be recorded when the homework is set.

Homework will be usually set with a deadline of one week. Shorter pieces of homework may be given less time to complete, however, teachers should not expect work to be done by the next day. This allows students the opportunity to manage their time effectively with extracurricular activities and, with support of parents/ carers and form tutors, students will complete all homework set. Teachers have a high expectation that all students will complete their homework on time and to an acceptable standard. Arrangements will be made, when particular students fail to complete homework regularly, or homework is not of an acceptable standard, for them to remain in school to do the extra work.

## **Monitoring**

The monitoring of individual students is the responsibility of the teachers concerned. Persistent problems will be referred to the Head of Faculty. It is very important that homework arrangements, including sanctions for not completing it, are consistently applied throughout the school so that all students see the arrangements as fair. Head of Faculty should monitor the setting and the completion of homework via GO4Schools. The Assistant Headteacher (Teaching and Learning) will quality assure homework via GO4Schools on a half termly basis.

Parents should be encouraged to be involved in their child's education, to check GO4Schools, to look at work, discuss it and make comments in the homework diary. Form Tutors should monitor homework (ie whether students are doing it and whether teachers are setting it) and sign each student's homework diary each week. Parents should be asked to check that homework is being completed on time and do what they can to provide a peaceful place in which students can do their homework, to make it clear to them that they value homework and support their child in explaining how it can help them to make progress in school.

## **Homework support**

Students who wish to complete homework after school can use the learning centre to do this. Staff will be available to support students with homework. The support is only for doing homework and additional school work. Students can stay for one or two hours. The first hour is for homework that is set on GO4Schools by the class teachers. This may continue if needed in the second hour. The second hour can be for additional schoolwork, reading or using GCSEPod, Sam learning or Kerboodle sites. The appropriate level of challenge within each activity will be determined by the staff who are running the sessions. Students may be given a drink and a snack of fruit or biscuit during the session. The cost of the session is £3 for two hours. Students who are eligible for the Pupil Premium funding will not be charged.

### **SEND/High Needs Students**

Some students with specific SEND will need adjustments to be made. Staff are encouraged to discuss individual student strategies with the SEND department and be flexible to the needs of students. Room 16 is available at lunchtimes for SEND students to receive homework support. Flexibility over homework can be considered as a reasonable adjustment for students with an Educational Health Care Plan.

### **Failure to complete Homework**

Professional discretion should be used by teachers regarding students who fail to complete homework or complete homework to an unsatisfactory quality.

Students who fail to complete homework to an acceptable standard and hand it in on time will be given a Stage 3 homework detention by the class teacher.

If they fail to turn up to this detention, they will be given a Stage 4 centralised detention on a Friday. Homework should not be completed in this detention – there will be a suitable task provided.

Failure to attend the Stage 4 detention will result in a Stage 5 centralised detention