

OUSEDALE SCHOOL

LEARNING & TEACHING POLICY

1 PRINCIPLES

Learning is at the heart of Ousedale School.

Ousedale School believes that *all* students should receive high quality learning and teaching throughout the curriculum, with students and teachers working in partnership to enable students to achieve their maximum potential.

Students should actively participate in their learning with teachers providing a stimulating and engaging learning environment that provides support and challenge for students whatever their ability and where each person is equipped to succeed in a technological world.

Teaching should effectively use available resources to create learning opportunities and develop motivated and independent learners who take pride in their work and are rewarded for their efforts and achievements. This should be achieved by using the most appropriate, of a range of methods and strategies, for achieving the learning objectives and outcomes for the lesson.

2 AIMS

2.1 Provide a framework for the planning of lessons which lead to consistently good and outstanding practice.

2.2 Inform staff of expected good practice and improve pedagogy of learning and teaching;

2.3 Share good practice;

3 EFFECTIVE LEARNING & TEACHING

3.1 Effective learning takes place when students:

- know what they need to do to make progress
- know what they are achieving
- have ownership of the lesson
- make better progress than expected
- have opportunities to reflect on and review their learning
- know how to learn, including thinking and questioning skills
- demonstrate the attitudes needed for learning, including interest, responsibility, responding to challenge
- are given opportunities to work collaboratively and independently

3.2 Effective teaching takes place when it has:

- clear planning, both short and long term that is linked to a current assessment of students prior learning and is differentiated so that it consolidates, builds upon and extends learning for all pupils
- a range of different teaching strategies that motivate and inspire students
- pace, stretch and challenge
- effective use of questioning

- an appropriate use of new technology
- organised classroom environment
- effective partnership with LSA
- good classroom relationships
- monitored progress
- students respond to written and verbal feedback
- regular evaluation and review

4. HOMEWORK

4.1 Purpose

Homework is an extension of our planned curriculum and important for the following reasons:

- It helps students to consolidate, reflect and enhance their learning;
- It allows students to practise their study skills independently and privately;
- It gives opportunities for research, as well as for creative and reflective work;
- It gives valuable experience of personal organisation, time management and working to deadlines.

5. MONITORING OF TEACHING & LEARNING

5.1 Introduction

Monitoring and evaluation is an integral part of the work of the school and is essential to improve student achievement and enjoyment. Monitoring is the systematic collection of information on aspects of the school's work. Evaluation involves making judgements, using information that has been collected in a planned, organised and routine way to give evidence to assess the quality and impact of the work against measurable criteria. Effective monitoring and evaluation helps to ensure consistency of practice and supports a continuous cycle of school improvement.

5.2 Purpose

Through our monitoring and evaluation work, we seek to:

- Improve the quality of teaching and learning throughout the school
- Encourage teams to reflect on, identify, promote and share best or innovative practice
- Provide quality assurance to ensure consistency of practice across the school and to evaluate a team's performance in line with best practice
- Provide evidence to inform school and departmental priorities.

5.3 Type of Evidence

The evidence that will be collected and used is varied and can be both qualitative and quantitative.

- 5.3.1 Examination and performance data provides essential information for evaluating performance. Results from public examinations are analysed at school, departmental and group level to identify subject areas that are performing well or those which need

support. Use is made of national data comparisons, e.g. Fischer Family Trust and Raiseonline to allow judgements to be made on how the school performs compared with all schools, similar schools, and by significant groups.

5.3.2 Internal assessment data is used to monitor the progress of students during the year. Student progress is monitored via regular assessments, which are recorded on a central tracking system. These are used to monitor how well students perform in relation to their targets, allowing the identification of underachievement, expected achievement and improved achievement.

5.3.3 Lesson observation is a fundamental part of the role of managers in the school, enabling rigorous monitoring and evaluation of learning and teaching to take place. Lesson observations provide opportunities to discuss and evaluate teaching strategies and effective learning, highlighting good practice.

- Formal observations are an integral part of monitoring and evaluation as what happens in the classroom has the most impact on learning and teaching. Every teacher will be observed on at least one occasion per year. A formal observation will be conducted by an individual's line manager and forms part of performance management.
- Informal observations will be carried out. Observers may be peers, TLR holders, or from linked buddy departments, as well as members of SLT, who will carry out lesson dipping and learning trails on a regular basis to provide additional feedback and to evaluate the impact of teaching and learning policies on the school's effectiveness.

5.3.4 Book/folder/planner sampling is scheduled throughout the year. It allows the checking of standards across the curriculum, the assessment of work and its impact on students' work. Sampling is organised by SLT/ both departmental and pastoral/TLR holders.

5.3.5 Feedback from students and parents are also important sources of evidence. Information from School Council and Student Panels will feed into the monitoring and evaluation systems. Subject areas will collect feedback from students about units of work, to help in the evaluation of schemes of work.

Annual questionnaires to a sample of parents will provide information on the school's strengths and areas for further development.

5.4 The Monitoring & Evaluation Schedule

5.4.1 An annual monitoring and evaluation schedule is published. This will show the date by which, and by whom, monitoring and evaluation tasks need to be completed.

5.4.2 A record of the data collection will be made on a standardised form to allow for analysis at both departmental, year and school level.

5.5 Role of the Governing Body

The Governing Body will monitor the work of the school via:

- A termly report to the full governing body, which evaluates progress with SDP
- The annual analysis of student performance
- The annual analysis of parent/student questionnaires
- Visits to Departments

6.0 POLICY REVIEW

This policy will be reviewed biennially by the Governors' Learning and Curriculum Committee.

7.0 APPENDICES

Appendix 1:	Effective Learning and Teaching Procedures
Appendix 2:	Criteria for Assessing Attitude to Learning
Appendix 3:	Homework Procedures
Appendix 4:	Marking Procedures
Appendix 5:	Monitoring & Evaluation Procedures
Appendix 6:	Procedure for Learning Displays
Appendix 7:	Developing Literacy, Numeracy and ICT across the Curriculum
Appendix 8:	Presentation of Student Work

Approved by Learning & Curriculum Committee 5th October 2015
Ratified by Full Governing Body 9th December 2015
Date of next Review October 2017

APPENDIX 1: EFFECTIVE LEARNING AND TEACHING PROCEDURES

CHARACTERISTICS OF CONSISTENTLY GOOD LESSONS – September 2015

Progress: Students leave each lesson with	- increased knowledge &/or
understanding &/or	- increased
- improved use of skills/techniques	

The basic lesson structure	
Arrive on time to class & registration to 'meet & greet' students, orderly entry, uniform checked	
Have an arrival activity/starter to engage students immediately & register taken on SIMS	
Key question/lesson objective/context must be shared at start of lesson	
Teach something	
Teaching input:	
<ul style="list-style-type: none"> • subject knowledge • specification • skills • key terms/vocabulary • exam techniques • appropriate & varied teaching strategies • pace of lesson engages students • challenging questioning • feedback • checking understanding regularly (mini-plenaries) 	<ul style="list-style-type: none"> • silent working • extended writing opportunities in appropriate subjects • modelling/scaffolding activities differentiated to suit group profile • shaping & re-shaping the lesson where necessary & appropriate • discussion • practice • developing thinking skills
Final plenary, re-cap of lesson and learning revisits key question/lesson objective to gauge progress	
Introduce brief context for next lesson	
Managed end of lesson – chairs in, dismissed in an orderly fashion, correct uniform – wait for the bell	

This is enabled through establishing our cultures - our routine, expectations & 'non-negotiables':

'The Teaching 'culture'
High expectations, belief & challenge
Planning from students' different starting points
Using the Learning 'conversation':-
-Student: Student peer discussion/ marking
-Teacher: Student questioning & feedback
-Written formative next-step feedback in books, evidence of response
Engagement, enthusiasm, motivation; fostering a love of learning & thirst for knowledge
Literacy & numeracy opportunities planned for & practised
Appropriate homework is set & marked as per policy

The Learning 'culture'
Follow procedures for persistently late students
Students come straight in & prepare for work
Challenge incorrect uniform & equipment
Eating, use of mobile phones, headphones etc. & wearing of outdoor clothing should not occur
Insist on silence when others are talking
Praise effort, success & outstanding behaviour
Be consistent & fair via positive relationships; use agreed rewards, sanctions & protocols to reinforce relationships & classroom management
Presentation of work policy, ensure students take pride in their work and give of their best
Tidy classrooms: vibrant displays, up to date

APPENDIX 2 : CRITERIA FOR ASSESSING ATTITUDE TO LEARNING

	Good	Outstanding
Requires Improvement	Consistently meets expectations	Consistently exceeds expectations
	Self-motivated and will enquire about methods to extend learning	High self-motivation and will use initiative to extend learning
	Sets good standards for themselves	Sets very high standards for themselves & keen to maximise potential
		An outstanding ambassador in the classroom
	Makes a positive contribution to class learning	Makes outstanding contributions to class learning
	Engagement in lessons is good	Engagement in lessons is outstanding
	Works hard and is positive about their learning	Excellent level of enthusiasm and interest
	Never interrupts the learning of others	Makes every effort to ensure others learn
	Shows respect towards others	Shows high levels of respect towards others
	Cooperative	Extremely helpful and cooperative
	Shows care and attention	Always precise and thorough
	Progress is likely to be good	Progress is likely to be outstanding

APPENDIX 3: HOMEWORK PROCEDURES

HOMEWORK CONTENT

- Homework encompasses a wide range of learning activities. It may include responding to questions; researching information; factual or creative writing; reading; revising; design, illustration or map work.
- It is important to make homework appropriate to students' abilities whenever possible.
- Homework should present new challenges as well as consolidating what has been learnt rather than be relied on for finishing off work not completed in lessons. The purpose of the homework and how it supports the learning process should be outlined to students.
- Homework may allow students to follow their own lines of enquiry, whilst at GCSE a lot of time may be allocated for the preparation or completion of coursework.

TIME ALLOCATION

Homework/coursework activities are given to all students each week. The homework timetable indicates when work should be set.

- Activities which necessarily involve work over a longer period of time should, whenever possible, be broken down into weekly tasks and monitored to ensure students' progress.
- The amount of homework that students receive will increase as they go through the school; in the first few weeks of Year 7 homework will only be set in the core subjects and build up from there. KS3 students can expect, on average the following time allocations:

English	60	Technology	30	Geography	30
Mathematics	60	Modern Languages	60	History	30
Science	60			RE	30

- In Years 7, 8 and 9, Art, Drama (not Year 7), ICT, and Music set a minimum of 3 Independent learning projects.
- In Years 10 and 11 approximate weekly subject allocations are as follows:

English	90	RE	30
Mathematics	90	Options and Vocational courses	60
Triple & Additional Science	90		

These times are only averages. Students, of course, work at different speeds and so homework and coursework will take longer for some than for others.

- In Years 12 and 13 students should expect to spend approximately 5 hours per week on each subject they are studying.
- Details of all extended homework tasks i.e. projects, coursework for each year group will be placed on the school website together with mark schemes and deadlines for handing in work. Departments will be encouraged to set homework via the Learning Zone.
- We encourage parents to discuss with form or subject tutors any frequent difficulties encountered including instances when excessive amounts of time are spent doing homework. Similarly, subject staff contact parents if there are problems which they could help resolve. Students and Parents will be asked to complete a questionnaire on a yearly basis in order that we can evaluate our approach to homework.

ORGANISATION

- Each student in main school is given a School Planner, at the beginning of the year, in which to record homework and the completion of homework is part of the Home-School Agreement.
- A homework timetable is used to define **when it is set**, not necessarily when it should be handed in. This information is recorded by students in their school planners.
- Homework details should include: content; relevant textbook and page numbers, if applicable; amount of work expected; time to be spent in doing it; deadlines; where to hand in; sources of help.
- With long assignments students should be told how to break down the work to make it more manageable; their progress should be monitored and support given.
- Subject teachers are encouraged to note persistent homework difficulties in students; School Planners and in progress reviews.
- In Years 12 and 13 students are expected to take more responsibility for managing their time. Private study will usually be set after each lesson, and students should plan when it should be done to meet the deadlines that are set.

RESPONSIBILITIES

Role	Responsibility
Teacher	<ul style="list-style-type: none"> • Homework details should be put in writing either on the board or on a sheet, to accommodate students with learning or hearing difficulties, as well as given orally. • To ensure students have enough time to write H/W on their work, preferably in the margin. • To keep a record of homework tasks. • To make the record available to TLRs on request. • Mark and return all homework promptly according to marking policy.

	<ul style="list-style-type: none"> • Make contact home and set detentions if issues do arise. • Inform appropriate TLR if problems are not resolved. • To display in classrooms, h/w timetable.
Teaching Assistants	<ul style="list-style-type: none"> • To sample homework records. • To look at examples of student homework and discuss homework with the students. • To share good practice of homework at meetings and bring examples. • To ensure teachers are setting homework in accordance to the homework timetable. • To enhance the quality of homework being set and seek to produce h/w booklets. • To support the teacher in resolving h/w issues.
Student	<ul style="list-style-type: none"> • To listen to homework instructions in class. • To copy down instructions for the task and deadline date into planner. • To ensure that homework is completed and handed in to meet the deadline. • To attempt all work and give their best. • To inform the class teacher of any difficulties.
Head of Department	<ul style="list-style-type: none"> • To sample homework records through M&E reviews and report to line manager key findings. • To sample examples of work and through pupil panels and discuss relevance and frequency of h/w and impact on learning and progress. • Provide weekly internal opportunities for independent study. • To monitor and evaluate homework policy and ensure homework information is in the subject handbook
Form Tutor	<ul style="list-style-type: none"> • To check that homework is being set and recorded and feedback issues to SPAL/PALs • To note and respond to any comments written in diaries by parents. • To display in classrooms, h/w timetable.
PAL/SPAL	<ul style="list-style-type: none"> • To liaise with HOD/TLR any homework issues arising. • Celebrate h/w contributions in assemblies.
SLT	<ul style="list-style-type: none"> • As part of the M&E programme to assess frequency, relevance and impact of h/w.

DEADLINES

When deadlines are set the following principles should be followed:

- Staff must follow the homework timetable, setting work on the night stated.
- Time given to complete homework is subject specific and relates to how often a student studies that subject and whether the homework is a project or short task.
- The setting of deadlines must be clear and unambiguous.
- Staff must allow reasonable time for students of all abilities, and be consistent within a department and across comparable groups of students.
- Staff must not set different lengths of time for the same piece of work done by different sets of students.

When work is set to be handed in the following day, and a student has evening commitments sanctioned by a note from his/her parents. Subject teachers must allow a reasonable extension for this.

In the event of significant absence due to illness, family holiday etc.

In the event of home circumstances which will have affected a student's ability to complete work e.g. bereavement, marital break-up etc.

SANCTIONS

All students are expected to meet deadlines for the completion of homework. Where deadlines are missed all staff are expected to apply sanctions as outlined in the Detention Structure that follows:

Newport Pagnell Campus School Detention Structure

- This does not replace additional more informal sanctions/strategies e.g. 5/10 mins detention at break/end of lesson, period of grace to complete a missed homework etc
- Pink slips, where appropriate, must be completed on-line for all Curriculum and Pastoral incidents requiring a 10,20 or 60 minutes detention.

School detentions can only be accessed by a HOD or PAL after their own detentions except

Curriculum		Pastoral		Attendance and Punctuality	
10 mins	Class teacher sets & oversees	Form Tutor sets & oversees		20 mins lunchtime	Every time late to school, set by Senior Staff/PALs on gate duty
	deliberately missed detention or ineffectual after several detentions	deliberately missed detention or ineffectual after several detentions			
	↓	↓			
20 mins	HOD sets & oversees	PAL sets & oversees			
	deliberately missed detention or ineffectual after several detentions and parental involvement	deliberately missed detention or ineffectual after several detentions and parental involvement			
	↓	↓			
60 mins	School detention after school				failure to attend the 20 min lunchtime detention, set by Receptionist
	Deliberately missed detentions reset once with 3 p.m. lesson pickup, parents informed, repeated refusal to complete = 1 day exclusion				

Olney Campus School Detention Structure

- This does not replace additional more informal sanctions/strategies e.g. 5/10 mins detention at break/end of lesson, period of grace to complete a missed homework etc
- Pink slips, where appropriate, must be filled in for all Curriculum and Pastoral incidents requiring a 10,20,60 minutes detention

FORMATIVE MARKING – A STAR AND A NEXT STEP

	Curriculum	Pastoral	Attendance and Punctuality	
10 mins	Class teacher sets & oversees	Form Tutor sets & oversees	20 mins lunchtime	Every time late to school, set by Senior Staff/PALs on entrance duty
	deliberately missed detention or ineffectual after several detentions	deliberately missed detention or ineffectual after several detentions		
20 mins	Teacher i/c subject sets & oversees Note: if a subject does not have a teacher i/c, student referred to SLT	PAL sets & oversees		
	deliberately missed detention or ineffectual after several detentions and parental involvement	deliberately missed detention or ineffectual after several detentions and parental involvement		
60 mins	School detention after school		failure to attend the 20 min lunchtime detention, set by Senior Staff/PAL/Receptionist	
	Deliberately missed detentions reset once with 3 p.m. lesson pickup, parents informed, repeated refusal to complete = 1 day exclusion			

APPENDIX 4: MARKING PROCEDURES

At Ousedale we believe that marking and feedback are an essential part of the learning process as when completed with high quality they:

- Help clarify what a good performance is (goals, criteria, standards)
- Encourage 'time and effort' on challenging learning tasks
- Deliver high quality feedback information that helps learners respond effectively to marking and increasing learning
- Encourage positive motivational beliefs and self-esteem
- Encourage interaction and dialogue around learning (peer and teacher – student)
- Facilitate the development of self-assessment and reflection in learning

Each member of staff must follow their department marking policy and ensure a minimum of:
 once per half term for subjects where the class have one hour per week;
 twice per ½ term for 2-3 hours a week;
 three times for subjects with 4 or more hours per week
 a student is given:

- A level or grade
- A STAR – a strength of the piece of work
- A NEXT STEP – one improvement that could be made to improve attainment. This could be in the form of a question so students can carry out extra research.
- A RESPONSE – opportunities must be created to enable the student to respond to the NEXT STEP or outline how they are going to respond to the marking in the next lesson or for KS4 students at home or in school.

FREQUENCY OF MARKING

- All homework must be marked by staff or peer marking processes.
- Extended homework will be marked using the STAR, NEXT STEP, RESPONSE procedures
- Students may be given opportunities to self- or peer- assess. When this occurs they should use the same format as teachers.
- We expect exam papers and past questions to be regularly marked by the teacher and form part of the process of star, step and response. This is likely to be weekly in the period leading up to the exam.

TARGET LEVEL

- All exercise books and folders from Year 8 should have the **end of year** minimum target level or grade clearly written on the front / front inside cover.

Key stages 4 & 5:

- All exercise books and folders should have the **end of course** minimum target grade/number clearly written on the front / front inside cover.

THE MARKING PROCESS - ROLES AND RESPONSIBILITIES

Role	Responsibility
Teacher	<ul style="list-style-type: none"> • Follow the department and school marking policy • , where appropriate and in line with Department policy award students a level or grade for the section of work in their books – class and homework combined. • Advise students on how to improve the level or grade for the section of work in their books. • Ensure all home work is marked. Teacher marked home work to be

	<p>returned within a two week cycle.</p> <ul style="list-style-type: none"> • Set aspirational targets for students who have reached their minimum target within the year. • Share good practice of marking in meetings. • TLR post-holders to check marking of work as per school monitoring policy
Teaching Assistants	<ul style="list-style-type: none"> • To read through the comments written by teachers in order to guide any SEN students in the class.
Student	<ul style="list-style-type: none"> • Read and respond positively to comments written by teachers. • When advised, self-assess work using success criteria. • Peer assess work fairly and responsibly, giving a star and a next step (1 strength and one improvement). • Put the best effort into all work and catch up on work missed after absence. • Keep standards of presentation of work high. • Do not graffiti on the cover of the exercise book. It should only show name and class details. • If a student forgets their book, they should complete work on paper in class and copy this up into their book at home. This should be shown to the teacher in the following lesson.
Parent	<ul style="list-style-type: none"> • To read through the comments written by teachers at least once every ½ term. • To support the school in checking that students are organising their book work. • To check that students are packing the correct books and equipment for each day of the week. • To support the school in providing a bag that can accommodate books & folders comfortably.
Extended Leadership Team	<ul style="list-style-type: none"> • SLT Link and HoD's to check on the marking of books as per monitoring policy • Monitor the implementation of the marking process in its first year and evaluate effectiveness. • Research ways of speeding up the marking system without losing its formative nature.
Governors	<ul style="list-style-type: none"> • To be aware of the marking process. • To listen to feedback on the implementation of the new policy.

FEEDBACK & STUDENT RESPONSE

Ofsted guidance to inspectors (Ofsted School Inspection Handbook September 2015) highlight the importance of giving students the opportunity to respond to marking. Particular reference is made to the following:

- pupils' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics;
- pupils understand well how to improve their work, which goes beyond whether they know their current 'target grade' or equivalent

Through evaluating learning over time, a range of evidence will be used including:

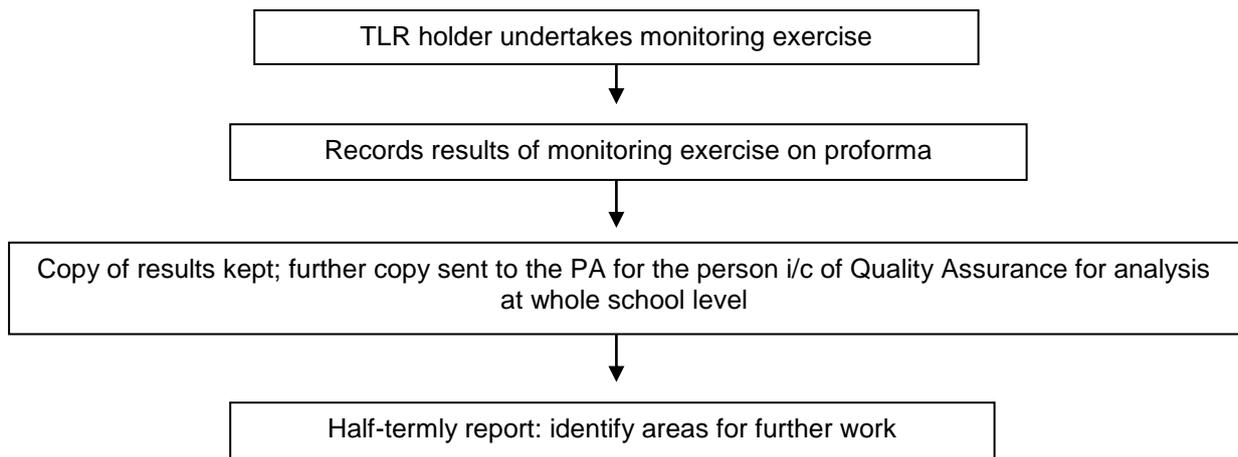
- scrutiny of pupils' work, with particular attention to: whether marking, assessment and testing are carried out in line with the school's policy and whether they are used effectively to help teachers improve pupils' learning

In the criteria for outstanding teaching it says: Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.

We expect subjects to incorporate response to marking into schemes of work giving quality time for the response. Each department should maintain a clear policy identifying their preferred strategies drawn from the bank outlined below, this will enable teachers, and TLR holders monitoring the 'response', to clearly see where a response has occurred:

- Student dialogue / discussion logs (lilac) / Individual Student Action Plans (ISAP)
- Redrafting and remarking of written work following written feedback and further teacher input
- Highlighted evidence of learning points made in response to marking
- Responding to highlighted words or phrases in the following lesson or at home teacher feels they would benefit from some stretch and challenge
- Respond to literacy points by writing out words and sentences correctly
- Where sheets are used they will be lilac
- Where a pen is used it will be purple or green
- Where a sheet is not used students will be told to put an R with a circle round in the margin to indicate response.
-
- At KS3 the written response should take place in the lesson.
- At KS4 and KS5 the written response could occur in the lesson or could be set for HW. It is essential teachers acknowledge any additional written response, and where appropriate work should be remarked and re-graded.
- Response can also be used to enhance numeracy and literacy skills. Where a piece of work benefits from the inclusion of key words, numerical units etc and students have not included these either correctly/or appropriately in their written work they must be addressed within the response.

**APPENDIX 5
MONITORING & EVALUATION PROCEDURE**



APPENDIX 6: PROCEDURES FOR LEARNING DISPLAYS

Displays are seen as an important part of the everyday life of the school, enriching the student's experience and encouraging an imaginative and enthusiastic approach to learning. Departments across the school display students' work to enhance the learning environment and the school building. The quality of displays reflect the ethos and value of the school and set a high standard for all to see. Displays must be educative; celebrate the achievements and contributions of our students; and enhance the school environment. This demonstrates to our students we value their work highly and communicating to them that it is important to take pride in the work they produce.

PURPOSE OF DISPLAY

Display must be updated regularly to:-

- be educative, informative and visually stimulating,
- celebrate and reflect the learning and achievements of students of all ages, ranges of ability, cultures and faiths
- emphasise the positive contributions of students to the life of the school,
- raise awareness and interest in specific school policies,
- enhance the school environment.

EXPECTATIONS

Our display procedures expect that displays:

- be interactive, enabling students to engage with materials that can enhance the learning and teaching experience
- should be made up of a proportion of students' work.
- relate to recent, current or impending work being undertaken by students.
- reflect the school's policies for Learning and Teaching and equal opportunities
- be neat, tidy, well arranged and, if possible, covered.
- work should be attached with staples or blu-tak. Sticky tape/staples should never be used on painted or tiled walls as they damage the surface and look messy when work is removed. Staples should not be used on wooden surfaces e.g. doors and furniture
- be (wherever possible) in secure display cases when valuable items are included.
- new displays boards, quotes, murals must first be approved by the identified person on ELT to ensure improvements are in line with the whole school development programme.

RESPONSIBILITIES

Display boards in each building / area are the responsibility of the Subject Area unless specifically identified for a particular Year Group or other purpose (i.e. School Council)

- Subject area displays are the responsibility of the Middle Leader for Subject although this may be delegated to others within the team
- Year group displays are the responsibility of the Pastoral & Academic Leader. The Head of Sixth Form is responsible for all non-classroom displays in the 6th Form Centre.
- A single display board in each Tutor Room is the responsibility of the members of the Tutor Group, under the direction of the Tutor.

Whole-school Displays:

- Display boards that are outside of a specific subject area will be allocated to a specific purpose.

APPENDIX 7: PROCEDURES FOR DEVELOPING LITERACY, NUMERACY & ICT ACROSS THE WHOLE SCHOOL

LITERACY ACROSS THE WHOLE SCHOOL

Aim: To equip students with the ability to communicate with confidence and accuracy across the curriculum, in further education and in adult life.

Across the Curriculum, students should be able to:

- Express their opinions with clarity of expression and confidence when participating in group discussions or contributing in class
- Spell and punctuate accurately
- Use punctuation effectively and imaginatively
- Know how to adapt their writing depending on the genre, audience and purpose
- Understand how to proof read their work

Method

A combination of the following approaches to be used across the curriculum at KS3 and KS4 as appropriate. In addition:

- Literacy displays to be in all class rooms to support students with common errors and promote the use of a range of punctuation
- Key words to be displayed and used in lessons
- Spelling and punctuation to be addressed in all KS3 lessons and explicitly taught in English lessons throughout KS3 and KS4
- Literacy pyramids to be used in all lessons
- Writing structures or writing frames to be used when extended writing is set, as appropriate.
- Colleagues to share best practice in department meetings and across the curriculum through literacy link meetings
- All students will have a literacy checklist in their books for all subjects and be expected to review their use of basic skills on a regular basis
- In the marking of work, teachers should draw students' attention to common spelling mistakes / subject specific mistakes, and ensure students' take action to learn the correct spellings. Marking should be in accordance to whole school marking policy. **Spelling errors should be circled with 'sp' in the margin and the correct spelling written in. This should be for up to 5 spellings per page. Punctuation errors should be circled and 'p' written in the margin. Clarity of understanding should be identified by underlining the section and '?' written in the margin. New paragraphs should be indicated by '// written in where the new paragraph should start**
- A set number of 6 responses to next steps each year must have a literacy focus as per department policy
- Form time will also be used for literacy competitions etc.
- Each half term will have 2 literacy focus areas. These will be addressed whole school and guidance will be given to staff to support
- The English Department will issue a Literacy test twice in Year 7, once in Year 8 and twice in Year 9 to monitor progress. Data will be issued to staff to inform planning
- Students to be encouraged use full sentences in their verbal responses in all subject areas
- Students are expected to read independently in all subject areas on a regular basis
- A consistency of approach should be applied to marking of spelling and punctuation across the school. This will be led by the English Department
- Students should be expected to proof read their work and be taught different strategies to do this / be encouraged to amend as necessary.

Assessment / Monitoring and Evaluation

- Long term more students will be able to write structured work to a higher standard.
- Students will have the skills to structure their own answers. GCSE results may improve – less time in preparation will be spent on 'how to answer the question' as that will have become automatic to the students.
- GCSE coursework will improve
- **Monitoring and evaluation will take place through learning trails, lesson observations and lesson dipping**
- **Analysis of KS3 data for writing**

NUMERACY ACROSS THE WHOLE SCHOOL

Numeracy

Aim: To equip students with the ability to cope confidently with the mathematical demands of further education, employment and adult life.

The skills that they need to achieve this are:

- Representing – selecting the mathematics and information required to model a situation
 - Analysing – processing and using mathematics
 - Interpreting and communicating the results of the analysis
- Across the curriculum, students should be able to:
- apply their knowledge of number to both familiar and new circumstances and to use it in the solution of problems.
 - carry out basic calculations efficiently and accurately, either mentally or with pencil and paper as appropriate.
 - understand and use units of measurement of length, mass, capacity and time.
 - understand and use information presented in mathematical forms, including graphs, tables and charts.

Method:

Students should be encouraged to choose an appropriate method for calculations (mental, written or calculator). An estimate for the answer should be used as a check.

Students should take a scientific calculator to all lessons and use it effectively and when necessary.

A list of key word and definitions for numeracy should be identified and teachers should pay careful attention to the development of mathematical vocabulary and the use of correct terminology and notation. In addition:

- Each member of the Maths department is linked to another department in the school to provide numeracy support to that department through
- Training at a department meetings to share good practice in teaching numeracy topics within the department ensuring that non mathematicians are familiar with correct notation, mathematical language, conventions and techniques and can teach these confidently to students
- Development of consistent approaches to teaching numeracy
- Awareness of misconceptions in numeracy and how to address them
- Production of display materials to demonstrate applications of numeracy in the different subject area
- Two way sharing of exam questions which link numeracy and the other subject area

Numeracy activities will be set weekly for students in KS3 and KS4 to complete in registration.

Monitoring and evaluation of the policy will take place through learning trails, student questionnaires and assessment.

ICT ACROSS THE CURRICULUM

Target

To improve student skills so they are confident and competent users of technology and can produce professional outcomes that would be acceptable in the workplace. Many students know how to use the tools of ICT however, they often lack the mature judgement to apply those skills appropriately across a range of scenarios e.g. They have the skills to use the Internet to search for relevant and useful information, but need to be taught how to analyse and synthesize the results into their own original written work and use direct quotes which are fully referenced, to avoid plagiarism. It is the responsibility of all curriculum areas to ensure that ICT use within departments is effective and appropriate.

Method

ICT usage and student ICT literacy can be enhanced and improved by utilising the following points:

- Discourage students from copying and pasting. Teach and remind them to reference their sources. This applies to pictures, text and multimedia.
- When using the internet to aid research, give three or four websites that contain relevant information and ask them to use those for the task. Do not set students on tasks to simply find out about a topic. This will lead to inefficient searches. For research topics set clear questions which involve comparison – eg “Use the Internet to write a report which discusses the similarities and differences of portraits by the painters Auguste Renoir and Pierre Bonnard”. This reduces the ability for students to simply cut and paste and instead develops their skills of critical analysis.
- If free searching is to be used, it make be useful to reinforce the search skills by teaching students what kind of websites they are looking for and what are good keywords.
- Encourage students to evaluate their internet research findings for reliability and bias.
- Always tell students to check their work with a spellchecker and grammar checker.
- Teach students to proof read their work on-screen not just for spelling and grammar issues but also to correct layout and page break issues before printing.
- WordArt is rarely appropriate in any document. It was an exciting and innovative feature some years ago but now looks dated and unprofessional. You wouldn't see a supermarket using WordArt on their signage so it is not good practice for students to use it on posters.
- Consider alternative ways of presenting work to PowerPoint. Students often are asked to produce presentations where they could be making websites, audio podcasts, slideshows or blogs. If you'd like to use these features ask for training and we can provide it.
- When asking students to create PowerPoint displays, teach them presentation skills like using bullet points and adding presenter's notes that are in the area beneath the slide. Each slide should have a title which appears straight away. Avoid too much text on each slide and remove animation which distracts.
- Do not be afraid to use Excel or Google Sheets to produce graphs, charts and to analyse information in lessons, particularly in Maths and Science lessons. Students struggle to remember spreadsheet skills because they need to use the tools on a regular basis.

When producing graphs you should ensure they support the aims of *numeracy across the curriculum* by adding labels to axes and an appropriate chart title

APPENDIX 8: PRESENTATION OF STUDENT WORK

Presentation of Student Work

All books/folders should have the following:

- Front Cover – name of student, form, subject and subject teacher, Target Grade/level for years 8-13

Written work should have the following:

- Date
- Heading or Title – underlined
- All text should be in blue or black ink
- Mistakes crossed out with a single line
- Additional resources in the relevant place
- No graffiti
- Use of bibliographies to show references used

Homework should be entitled 'Homework' so it is readily identified.

Where subjects are not using different colour pens or sheets for response the R with a circle round should clearly indicate where students are responding to feedback.

Please also see literacy appendix for details of literacy marking.