

Teaching and Learning Policy

This policy sets out our approach to:

- Teaching and learning
- Assessment
- Homework

Teaching and Learning

The following table sets out the key elements of good teaching and learning at Gillotts and outlines the features of quality first, inclusive teaching.

Secure attention <i>Students are positively engaged in their learning. They work hard and think hard.</i>	Teachers build strong relationships with students by communicating kindness, respect and high expectations. Behaviour management is frontloaded for success. When students do not meet expectations, this is managed calmly and consistently using the school system. Attention is managed effectively through individual silent work, well focused paired and group work, and active listening. The Gillotts School Routines For Learning and other classroom routines maximise learning time.
Deliver curriculum <i>Students follow a well planned curriculum and lesson structure which meets their needs.</i>	Lessons and schemes of work have a clear and logical progression of ideas. Learning outcomes are integral to planning and are communicated clearly to students. Teachers know their students well (including SEND and PP students) and plan to meet their needs. Teachers' subject and curriculum knowledge is good; they communicate enthusiasm for their subject. Literacy skills (including keywords) are taught explicitly and in line with subject expectations.
Optimise communication <i>Clear explanations and models enable students to understand new concepts and tasks.</i>	Lessons are designed to manage cognitive load. Explanations are clear and concise; they are presented to students directly. New ideas are chunked, scaffolded and based on prior learning. The method of approach and the cognitive process of tasks are routinely modelled before students start tasks. Models and explanations are adapted for access and excellence.

Drive thought <i>Tasks activate student thought and give opportunity to practise and retrieve information.</i>	Tasks make students think deeply about the learning outcomes. Tasks are scaffolded to meet the needs of all students: accessible for all and providing challenge. Student talk is used to support student thought; it is structured and on task. Retrieval practice is used to ensure information is in long term memory. Hands down questioning and multi response strategies ensure high levels of participation.
Feedback & Feedforward: <i>Student progress is monitored and teaching is responsive.</i>	Assessment is designed to evaluate progress towards learning outcomes. Formative assessment techniques are routinely used to check for understanding in lessons such as: hands-down questioning, hinge-questions, mini whiteboards, low stakes quizzing and circulating to observe student responses, peer and self assessment. Teaching, within lessons and across sequences of lessons, is responsive to student understanding and progress. Students are given time to act on feedback. The subject assessment policy and principles of the feedback/feedforward policy are followed.

Assessment

Teachers at Gillotts review student progress throughout their lessons, constantly seeking to find out what students have learnt. This allows them to judge whether to move on, to give students more opportunity to practise or to reteach ideas. Thus we refer to *feedback to feedforward*; teachers and students must act on feedback for it to be meaningful.

Much of the most effective feedback we give to students happens live in class and results in a change in the lesson delivery or in the plan for future delivery of lessons. This monitoring enables us to check indicators of student understanding as well as their work more frequently. Examples of techniques include: in class monitoring of student work, multi response and hinge questions, questioning, completion of high value tasks, peer and self-assessment, mini-whiteboards.

In addition to frequent live feedback in class, we aim for feedback and feedforward to be given at least every six lessons, or once per fortnight in subjects with seven/eight lessons (per fortnight). We believe that review of student work should be impactful, not onerous. Techniques such as whole class review and feedback, book or work skims, sample marking, live marking, target and action codes, use of google forms or online platforms will be used.

Assessment points such as low stakes tests or quizzes are planned at subject level and are used for student tracking as well as for an opportunity to review students' retention of skills and content.

Review of student work will always be used to inform next steps, either for the whole class or individual students. Teachers may give whole class feedback or adapt the content of future lessons; they may give individual feedback verbally, through comments or using target codes. In all cases we expect students to act on the feedback given.

Examinations

Year 7 - No formal examinations will take place during Year 7.

Year 8 - Examinations will take place in most subjects in February. These exams will take place in the School Hall and the students' results will be reported home, at the end of the term.

Year 9 - Formal internal examinations will take place in the School Hall. These exams will be timetabled in late June and the results will be sent home as part of the reporting cycle.

Year 10 - Year 10 exams will take place in April of Year 10 in the School Hall.

Year 11 - The main formal mock period will take place in January of Year 11, with a further set of mocks in English Language and English Literature in March of Year 11. The majority of these will take place in the School Hall. All GCSE examinations will be taken in May / June of Year 11.

Homework

We believe that homework helps students in a number of ways:

- It encourages an enquiring mind
- It develops organisation skills and extends personal study skills
- It affords the opportunity for enrichment and extension of class work
- It ensures opportunities to practise and consolidate new skills
- It encourages the development of thinking skills. It enables students to think critically and creatively
- It teaches the importance of deadlines
- It affords the opportunity for developing research skills, enrichment and extension through the use of the school's website and Google Apps for education

We suggest that homework is completed the day it is set, while it is fresh in the mind and students can see their subject teachers before it is due if there are any problems completing it.

Years 7-9

Subject	Year Group	Frequency	Time (Approximate)
English	Year 7	Weekly	45 mins per week
	Year 8	Weekly	45 mins per week
	Year 9	Weekly	1 hour per week
Maths	Year 7	2 x Weekly	45 mins per week
	Year 8	2 x Weekly	45 mins per week
	Year 9	2 x Weekly	1 hour per week
Science	Year 7	Weekly	45 mins per week
	Year 8	Weekly	45 mins per week
	Year 9	Weekly	1 hour per week
Art & Design	Year 7	Fortnightly	30 mins per fortnight
	Year 8	Fortnightly	30 mins per fortnight
	Year 9	Fortnightly	45 mins per fortnight

Subject	Year Group	Frequency	Time (Approximate)
Creative Technologies (Computing, Design Technology, Food)	Year 7	Weekly	30 mins per week
	Year 8	Weekly	30 mins per week
	Year 9	Weekly	45 mins per week
Drama	Year 7	Weekly	30 mins per homework
	Year 8	Weekly	30 mins per fortnight
	Year 9	Weekly	45 mins per fortnight
Humanities (Geography, History, RS)	Year 7	Fortnightly	30 mins per fortnight
	Year 8	Fortnightly	30 mins per fortnight
	Year 9	Fortnightly	45 mins per fortnight
Music	Year 7	Fortnightly	30 mins per homework
	Year 8	Fortnightly	30 mins per homework
	Year 9	Fortnightly	45 mins per homework
MFL	Year 7	Weekly	45 mins per week
	Year 8	Weekly	45 mins per week
	Year 9	Weekly	1 hour per week

Years 10-11

Subject	Year Group	Frequency	Time (Approximate)
English	Year 10	Weekly	1 hour per week
	Year 11	Weekly	1 hour per week
Maths	Year 10	2 x Weekly	1 hour per week
	Year 11	2 x Weekly	1 hour per week
Science	Year 10	Weekly	1 hour per week
	Year 11	Weekly	1 hour per week
RS	Year 10	Fortnightly	1 hour per fortnight
	Year 11	Fortnightly	1 hour per fortnight
Option subjects	Year 10	Weekly	1 hour per week
	Year 11	Weekly	1 hour per week

Year	Total Hours per week
Year 7	5-6 hours
Year 8	5-6 hours
Year 9	6-7 hours
Year 10	8 - 10 hrs (one hr per subject)
Year 11	8 - 10 hrs (one hr per subject)

How can I support my child's learning?

Your child's homework will be set using Google Classroom. This is an online app which allows teachers to post homework, including resources. Your child's teachers will set a date on Google Classroom for when the homework is due.

Your child can check which homework has been set, and when it is due, using the calendar in Google Classroom. We would like to encourage you to also look at this calendar on a regular basis to see what homework is being set. You can also see what homework has been set on Edulink.

Other things which you can do to support your child's learning outside school include:

- Encourage your son/ daughter to work in a quiet, comfortable place at a regular time each day
- Encourage your son/ daughter to see homework as an extension of the lesson and not leave doing it until the night before it is due in
- Check that your son/ daughter is using the calendar in Google Classroom to keep track of the homework which has been set
- Discuss the work with your child; does he/ she understand the task? Can he/ she extend and improve his/ her answers?
- Encourage your son/ daughter to work to the time allocation set for each subject
- Refer your son/ daughter to other resource materials such as the Gillotts School website, school library or your local library
- Remember to e-mail your child's teacher if they child have a genuine reason for not completing the homework
- Check that his/ her homework is in the schoolbag on the morning the homework is due
- Contact your child's tutor if you have any concerns about homework

We also publish booklets for Years 7-9 annually. These contain the following details:

- which topics will be studied in each subject
- how your child's progress will be assessed
- activities which your child can complete at home to support learning in school

How can I help my son/ daughter or organise study time?

Discuss with your child the best time for them to study each day. There are many valuable learning experiences outside the school day that should be planned for and included when organising study time. Help your son/ daughter to devise a timetable that suits his/her individual needs.

Example of a self-organised homework timetable:

Day	Subject/activity	Subject/activity	Subject/activity
Monday	Swimming 3.45 pm	Maths	Art & Design
Tuesday	English	Music lesson 5.30pm	Dance
Wednesday	Dance Club 3.45 pm	Science	Drama
Thursday	Geography	Music	Youth Club
Friday	RS	MFL	Creative Technology
Saturday	Swimming 10am	Football 2.00 pm	
Sunday		Maths	History

The Library is open every day before and after school, and at lunchtimes. It is an ideal place to get homework done before going home, particularly if students like to work with friends, want help, or need a computer. Please ensure that you have arranged to collect your child later than normal if necessary.

Monday – Thursday	8.00 am - 4.30 pm
Friday	8.00 am - 3.30 pm