

Inspirational Classrooms Policy

The Wren School

Approved by:	Senior Leadership Team	Date: July 2022
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1. Aims

This policy aims to:

- Explain how The Wren School (TWS) will create an environment that enables all students to develop a love of learning, and be nurtured, challenged and inspired.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to truly inspirational classrooms
- Promote high expectations and raising standards of achievement for all students in our school to support them to craft a remarkable future
- Involve families and the wider school community in student learning, development and celebration of success

NB: in this policy, where it states *available online* this refers to the School website:

www.wrenschoo.org

2. Our guiding principles: Inspirational Classrooms

Inspirational Classrooms (IC), introduced in 2020, is our framework for good, or better, teaching and learning, which is underpinned by our core values of nurture, challenge and inspire. The purpose of a framework is to ensure that staff have clarity around the expectation of teaching & learning and can be supported to develop these skills, and aspects of their teaching. Inspirational Classrooms comes with a boldly ambitious goal: *In 2024 TWS will have truly inspirational classrooms where **exceptional teaching and learning** is consistently seen and innovation is celebrated. As a result of this, teaching will be consistently good, or better, throughout the school.*

TWS is determined and restless to become a research informed school. Inspirational classrooms, inspired by a range of research, most notably:

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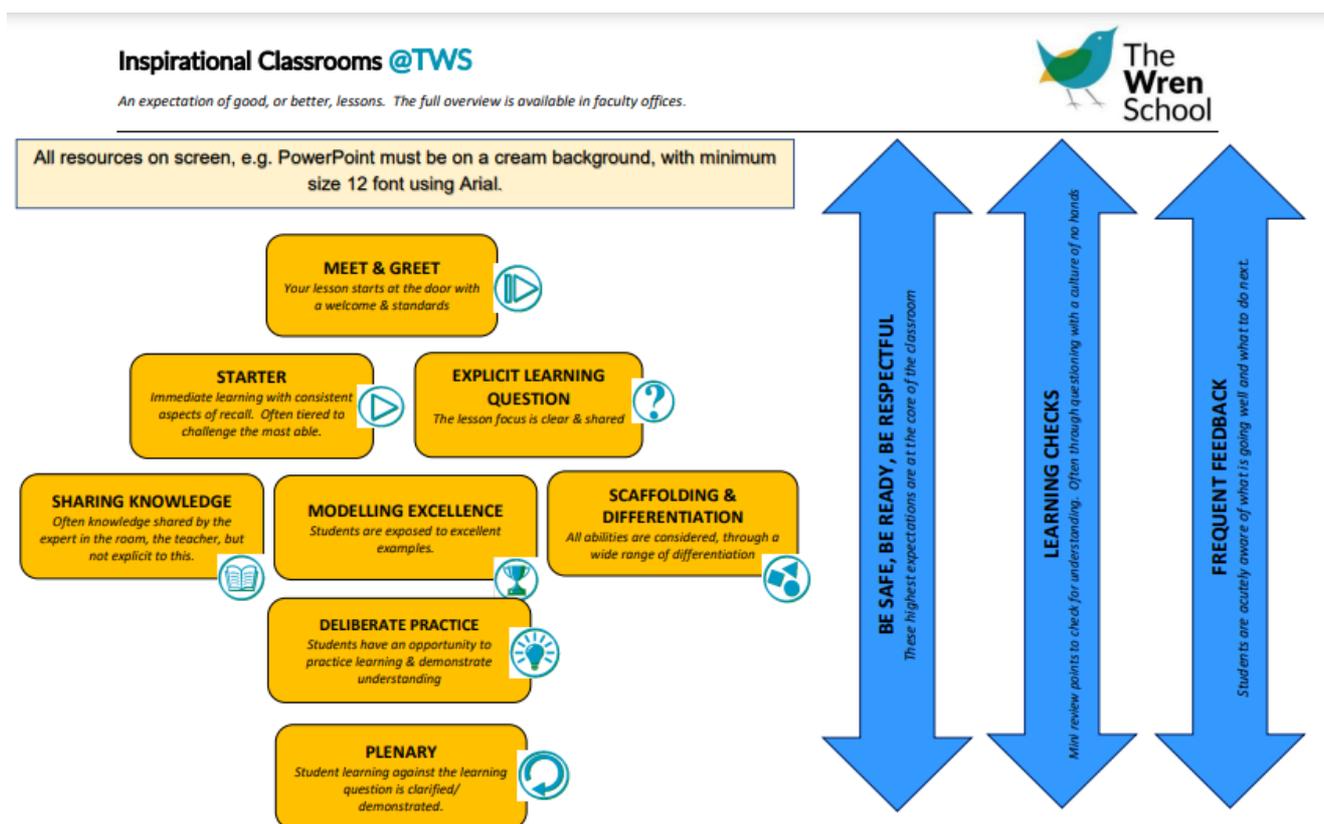
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- **Rosenshine's Principle of Instruction**
- Allison & Tharby's, **Making every lesson count.**

Inspirational Classrooms, displayed below, demonstrates our common aspects of teaching.

- Those in yellow should be present every lesson, every day, as a feature of teaching and learning.
- Those in blue represent continuous aspects of teaching, such as:
 - High expectations in our core rules (Be Safe, Be Ready & Be Respectful)
 - Frequent learning checks which ensure staff have clarity about what students do, and do not, know
 - Frequent feedback to ensure each student is aware of what to repeat and where to improve



Maslow's Hierarchy of Needs (1943) helps us to understand that students must feel safe and secure within the school community in order to be the best they can be. TWS values the importance of ensuring that each child is well known and receives an exceptional level of support. Maslow (1943) helps us to understand that students learn best at our school when they:

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- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Have the physical space, materials and the tools needed to learn
- Are engaged, motivated and inspired
- Are not disrupted or distracted by others
- Know what outcome is intended
- Understand what is expected of them (the task)
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning, independently and collaboratively
- Can apply the learning in both familiar and new contexts
- Can show resilience when learning is hard and manage their emotions when it is not going well
- Recognise that all students make mistakes and mistakes can help us learn
- Can link what they are doing to other experiences and future relevance

2a. Our guiding principles: No hands up questioning

TWS is a no hands up questioning school. Through a range of strategies, which are nurturing and supportive, staff expect that when they pose a question to the class all students will prepare an answer, time will be allowed for this. After this thinking time the teacher will select who they want to answer and take coverage from the room, through seeking multiple responses, seeking counter responses or supporting collaborative response development. The rationale for this is best described by Dylan Wiliam, who says: *“if the aim of questioning is to help the teacher find out what the students know, it makes little sense to select a respondent from the volunteers, because generally, students only raise their hands when they are confident they have the correct answer. Instead, if the teacher is asking the question, students should be given time to think about the question, and then it should be the teacher who selects the student or students to respond, at random”*. Some strategies used by staff include:

- Turn and Talk
- Think, Pair, Share
- Pose, Pause, Pounce & Bounce
- Add, Build, Challenge
- Say it again better

This strategy does not mean that students cannot put their hand up if curious to ask a question, or for support. We encourage all students to ask for help and to continue to display curiosity through asking questions of their own. This policy only applies when the teacher poses a question to the class.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play, this is outlined in detail in our Home-School Agreement, *available to view in our Home School Agreement policy online*.

This is how we will create the above conditions for students' learning at all times:

3.1 Teachers and Support Staff

Teachers and Support Staff at our school will:

- Celebrate achievement and have high expectations for everyone
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage families in their child's learning through open communication, Wren10, termly newsletters, evening's, reports, the website and school social media.
- Update families on students' progress on at least 2 occasions in each year via reports and/or evening's.
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, homework guidance curriculum statement and assessment policy, *both available to view online*.
- Build relationships with our students
- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback strategies as required
- Feedback observations of students to teachers and suggest methods to support and empower students
- Communicate regularly and effectively with teachers and other colleagues
- Identify and use resources to support learning
- Have high expectations and celebrate achievement in line with teaching staff
- Demonstrate and model themselves as learners
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, and homework guidance.

3.2 Subject leaders

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Subject leaders at our school will:

- Celebrate achievement and have high expectations for everyone
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their individual starting point
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges and act accordingly
- Timetable their subject to allocate time for students to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities through appropriate intervention
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, and homework guidance.
- Hold staff and students to account for their teaching and learning

3.3 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all outlined in the Wren 2024 vision
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of professional development (PD) opportunities to improve staff's practice and subject knowledge

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- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, and homework guidance.

3.4 Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet our core rules each day of: Be Ready, Be Safe & Be Respectful to ensure that they meet expectations for good behaviour for learning at all times and respecting the rights of others to learn through
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious and engaged learners
- Acknowledge and actively seek to act upon teacher feedback
- Put maximum effort and focus into their work
- Complete any homework as required
- Meet our three core expectations, as above.

3.5 Families

Families of students at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress
- Communicate with the school to share information promptly
- Provide resources as required to support learning, or inform the school where support is needed to enable this
- Encourage their child to take responsibility for their own learning
- Support and give importance to homework

3.6 The Trust and Governors

The Trust and Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

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- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. At TWS teachers are not expected to prepare, or make available, individual lesson plans. Staff are trusted, as professionals, to prepare appropriately for teaching and to follow the curriculum plans for their subject in consideration of the individual needs for their class. Monitoring of this is the responsibility of the Subject Leader and Senior Leadership Team. At TWS our approach to the curriculum is outlined through our TWS Curriculum Policy Overview:

This policy supports our vision that in 2024 Wren School students will make exceptional progress through the delivery of an **ambitious, inclusive and diverse curriculum** that promotes resilience and curiosity. In order to achieve this vision

- Our curriculum is an ambitious seven-year curriculum that builds upon the foundation learning at KS2 and reflects the requirements of the National Curriculum at KS3, KS4 and KS5;
- Our curriculum provides a breadth of subjects for students to experience and a range of options in all key stages enabling all to fulfil their ambitions;
- Our curriculum is knowledge rich enabling all to understand concepts and to acquire specific skills needed for life, further study or careers;
- Subject curriculums are coherent and sequenced, reflecting proven research on how students best learn, retrieve and apply knowledge;
- All subjects provide enrichment opportunities and encourage students to join extra- curricular activities to enhance knowledge and inspire curiosity;
- Subject curriculums provide clear links to career options and pathways for students to encourage further opportunities for study;
- Approaches to literacy and numeracy are recognised to be subject specific and the responsibility of all subject teachers across the curriculum; similarly the importance of fostering a love of reading and driving exposure to a range of literature is reflected in our bespoke tutor reading programme;
- PSHE and RSE is a fluid curriculum evident across the school, influenced by current events, cultural dates, and student voice and planned to support the social, moral, spiritual and cultural needs of the community.

5. Scaffolding & Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We believe in setting challenging learning questions for all students. Teachers will differentiate through scaffolding learning to cater to the needs of all of our students, supporting each child to reach their potential, including, but not limited to:

- Students with special educational needs and disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students
- Students that are most able

Some of the strategies which help this to be achieved include:

- Encouraging all students to seek support where necessary from class teachers, subject leaders, form tutors and progress leaders
- Providing writing frames, keywords, visual cues and other such strategies to scaffold learning appropriately
- Working with our SEN co-ordinator (SENCO), our students with SEND, and their families to establish the appropriate level of material to support these students to make good progress through a tailored Individual Support Plan (ISP) which is reviewed
- Setting challenging learning questions which challenge the highest achievers in the class and then add appropriate layered support to help all learners to achieve.

For further information on how TWS supports students who are SEND please see the SEND policy, *available online*.

6. Feedback

TWS promotes the importance of feedback, not marking. Feedback will be a daily part of a student's life at TWS and comes in many forms. Through a range of feedback strategies, such as live marking, zonal marking, whole class feedback, teachers will clearly explain to students what they are doing well and what they should do in order to make further improvements and progress. The full feedback guidance is available in, *appendix 1*.

7. Homework

The Education Endowment Foundation (EEF) state that effective homework can accelerate learning by 5 months and a focus on literacy can accelerate homework by 6 months. This demonstrates that homework can have significant impact on student outcomes. It also supports students to become independent learners, better preparing them for KS5 and beyond.

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Homework is most purposeful when it is used for practice or preparation. It is most effective when done in a supportive, secure environment, with focused time set aside. In a nutshell our policy for homework states that:

1. Tasks will be no longer than 30 minutes.
2. All homework will either be 'practice' or 'preparation' tasks.
3. At KS3, literacy-based tasks will be prioritised where possible.
4. Tasks will be set regularly according to the whole school homework timetable.
5. Tasks to be set on MS Teams and recorded in planners by students. Should your child need a paper copy of homework please inform your child's progress leader.

What does 'Homework @ TWS' look like?

The table below outlines some examples of what these tasks may be:

Examples of 'Practice' based tasks.	Examples of 'Preparation' based tasks.
<ul style="list-style-type: none"> - Forms Quizzes/Quizlet - Knowledge Organiser creation - Worksheets on what was covered in class - Vocabulary linked to what has been covered - Guided reading on an article or academic text linked to what has been covered. - Seneca, or similar. - Practice Exam questions - Improving example answers 	<ul style="list-style-type: none"> - Research tasks - Guided reading - Learning key vocabulary - Making list of questions about an upcoming topic - Finding items that will be used in class, e.g. objects for still life. - Using retrieval examples to prepare for upcoming exams. - Relevant videos/podcasts to introduce future concepts – could then pose questions to cover in lesson on MS Teams.

Our expectations for homework are below:

- KS3 expectations – core subjects up to 30 minutes per week and non-core subjects up to 30 minutes per fortnight.
- KS4 expectations – core subjects up to 1 hour weekly, made up of 2-3 20-30 minute tasks and option subjects up to 30 minutes weekly.

Homework and inclusion:

8. Assessment

We will track students' progress using formative assessment at KS3. Numerous pieces of learning will contribute to the teacher judgement of student progress. Subject leaders and teachers will be able to explain the range of low stakes assessments which contribute to an overall assessment of progress. Teachers use frequent feedback to help students to understand what they should *Continue* to do because it is going well and what they should *Improve* because it can support progress and understanding.



We will track students' progress using a combination of formative and summative assessment at KS4 and KS5. Numerous pieces of learning will contribute to the teacher judgement of student progress. Subject leaders and teachers will be able to explain the range of low and high stakes assessments which contribute to an overall assessment of progress. As at KS3 teachers will use frequent feedback to help students to understand what they should *Continue* to do because it is going well and what they should *Improve* because it can support progress and understanding.

For further details please see the Assessment policy, *available online*.

9. Report and communication

For all students at TWS in each academic year there will be at two reports sent home and one parent's evening.

When reporting home at KS3 families will be informed of two things: a 'Be Ready' and a 'Be Respectful' grade; the descriptors are available in *appendix 2*.

In addition to the above aspects of reporting at KS3, families of KS4 and KS5 students will receive a 'Most Likely Outcome'. This is the grade that the teachers consider the student is most likely to achieve in their final exams based upon current student performance at school.

At TWS we do not share targets with students at KS4 and KS5. Targets set ceilings and we want each of our students to aspire to be their best without limitation.

At KS5, students will receive predicted grades in the Autumn term of Y13 to support UCAS applications.

For further details please see the Assessment policy, *available online*.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

Senior leaders, subject leaders and progress leaders will monitor and evaluate the impact of teaching on students' learning through:

- Conducting climate walks
- Reviewing the quality of feedback
- Reviewing the quality of work in books
- Using school data to inform progress conversations between senior leaders and subject leaders and subject leaders/teachers
- Better Never Stops subject meetings between subject leaders and senior leaders 3 times a year
- Gathering input from the school council and other means of student voice
- Gathering input from families through activities such as Coffee with the Principal

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TWS has an open-door policy and supports collaboration between colleagues. At TWS we assume that all staff want to improve and support their professional development accordingly through termly conversations between a colleague and the mentor.

11. Review

This policy will be reviewed every year by the Teaching and Learning Working Party. At every review, the policy will be shared with the Trust and the local governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy and information
- Home-school agreement
- Assessment policy
- Feedback Guidance
- Homework Guidance

Appendix 1: Feedback guidance (please note that hyperlinks will not work)

Rationale:

As highlighted by Education Endowment Foundation research effective feedback can accelerate learning by 6 months (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>). For more information click here.

What does feedback @ TWS look like?

Feedback is underpinned by **frequent low stakes assessment** and **time for feedback** is considered in curriculum planning. At TWS we believe feedback should have a minimum input, maximum impact mantra. Feedback is **purposeful**, which means that it:

1. **Moves students forward – support progress, correct misconceptions and close gaps.**
2. **Informs teacher onward planning.**

At **TWS teachers have autonomy** over the type of feedback provided, this also supports teacher workload & well-being. Teachers may select from the [TWS feedback toolkit](#) below, or in discussion with agreed alternatives which are quality assured by the Subject Leader:

- **Verbal feedback:** the most common form of feedback where the teacher rotates the room throughout activities, engaging in dialogue with students on how to better their work with immediacy – this is a daily routine.
- **Whole class feedback:** the use of a template to provide feedback to the class, shared to the class on screen or under a visualiser and where each student is provided a copy to act upon. Please note a cross section of books may provide common misconceptions, or the full class set. Good practice examples and template available here.
- **Live marking:** this method is where the teacher uses a visualiser, or similar, to review their own model, or student work (with permission) for the benefit of the whole class, narrating where there is excellence, areas to improve and how to improve it. Good practice examples available here.
- **Box marking:** where the teacher identifies a clear sub-section of a longer piece of work to mark. Commonly the teacher would ask for a paragraph or section to be highlighted into a box. This box is then marked in depth with student personal feedback of what to *Continue* (in future) and what to *Improve*. Good practice examples available here.
- **Live zonal feedback:** the teacher mentally “zones” the room and over a series of lessons provides verbal, or written, personalised feedback to each student, e.g. front row in one lesson, second row next lesson etc.
- **Continue, Improve marking:** this is the traditional written marking in book, where by the teacher marks a selected piece of work only and directs students what to *Continue (in future)* and what to *Improve*. This replaces WIN marking.
- **Guided self or peer reflection, with clear success criteria:** this is where students reflect upon their own, or their peers learning, providing guidance on what to *Continue (in future)* and *Improve*. Good practice examples and template available here.

Other:

- Regular feedback is evident through student knowledge of what they need to do to improve and students should be able to verbalise this if asked.
- Written teacher feedback should be in green pen.
- Students should always respond to feedback. This should be in purple pen.
- Considering workload and well-being teachers are not expected to mark everything, or ‘tick and flick’.

Curriculum planning

- It is essential that the activities for low stakes assessment at KS3 and both low stakes and high stakes assessment at KS4/KS5 are collaboratively planned within the department and reflected in schemes of learning and curriculum maps.
- Planning of feedback is an essential part of effective teaching.
- Schemes of learning should actively demonstrate the importance of feedback through including pause lessons and gap planning.

Teacher professional development

To support teacher development of this departments should share best practice termly (once a short term) through peer book looks, peer observations and departmental or whole school training.

Monitoring

- There is an expectation that climate walks will ask students to verbalise what they need to do continue & improve.
- There is an expectation that collaborative book looks will occur bi-termly (once a large term), if appropriate to the subject or key stage.
- These are the responsibility of the subject leader to organise and may be either:
 - Departmental peer book looks
 - Subject leader & TLR holder book looks
 - SLT & subject leader book looks
 - Departmental swap
- Subject leaders must ensure their departmental feedback guidance reflects this whole school guidance. *This may refer to what will be evident within their own subject setting.* A template of the department feedback document is available [here](#).

Feedback from students and staff on the trial

- *"I have taken no books home this term (yet students have had feedback)" - Mr Collins*
- *Students appreciated the immediacy of feedback*
- *Zonal feedback is exceptionally effective with a small KS4 class*
- *"I like whole class feedback because clearly shows what I needed to do to get full marks on a question, so then I know how to improve"*
- *"I like whole class feedback as it shows a clear process of what I need to do"*

Appendix 2: Be Ready & Be Respectful descriptors

Under review for 2022-2023

	Be Ready	Be Respectful
4 Exceptional	<p>Students:</p> <ul style="list-style-type: none"> ▪ are always on time ▪ are extremely well-prepared for lessons ▪ are quick to engage when tasks are set ▪ support other in the classroom ▪ submit high quality homework ▪ regularly contribute to the classroom in a positive manner 	<p>Students:</p> <ul style="list-style-type: none"> ▪ always follow instructions in the classroom first ▪ are always kind to others ▪ contribute to the learning environment ▪ consistently add value to the classroom through supporting others ▪ demonstrate a focused learning attitude ▪ always respond effectively to feedback
3 Good	<p>Students:</p> <ul style="list-style-type: none"> ▪ are always on time ▪ are most often well-prepared for lessons ▪ are quick to engage when tasks are set ▪ submit expected, or better, quality homework ▪ regularly contribute to the classroom in a positive manner (sometimes when prompted) 	<p>Students:</p> <ul style="list-style-type: none"> ▪ follow instructions in the classroom first ▪ are kind to others ▪ contribute to the learning environment ▪ can add value to the classroom through supporting others ▪ most often demonstrate a focused learning attitude ▪ always respond to feed back
2 Room for Improvement	<p>Students:</p> <ul style="list-style-type: none"> ▪ are usually on time ▪ are occasionally under prepared for lessons ▪ are sometimes reminded to expected to engage when tasks are set ▪ complete homework which is expected, or lower, quality and/or it is occasionally late ▪ Occasionally contribute to lessons, when requested. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ usually follow instructions in the classroom first time – they may on occasion need reminders ▪ are usually kind to others ▪ usually contribute to the learning environment ▪ usually demonstrate a focused learning attitude ▪ usually respond to feedback
1 Cause for concern	<p>Students:</p> <ul style="list-style-type: none"> ▪ are occasionally on time ▪ are frequently under prepared ▪ are often reminded to engage when tasks are set ▪ Frequently do not complete homework and/or it is lower than expected quality. ▪ Often avoid contributions to learning. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ occasionally follow instructions in the classroom first time, most often they need reminders ▪ occasionally contribute to the learning environment ▪ occasionally demonstrate a focused learning attitude ▪ rarely respond to feedback

Appendix 3: Homework @ TWS

Rationale:

As highlighted by the Education Endowment Foundation (EEF), effective homework can accelerate learning by five months and a focus on literacy, through homework, can accelerate literacy outcomes by six. Further evidence on the value of homework comes from Cooper (1989) & Jones (2022), who suggest a +0.69 and +0.60 effect respectively, demonstrating that homework has a significant impact on student outcomes; it also supports students to become independent learners thus better preparing them for KS4/ KS5 and beyond.

Our policy summary:

1. Students will not be expected to spend longer than 30 minutes on a task.
2. All homework will either be 'practise' or 'preparation' tasks.
3. Tasks will be carefully planned into SOL, making use of interleaving and spaced practice.
4. At KS3, literacy based tasks will be prioritised where possible.
5. Tasks will be set regularly according to the whole school homework timetable.

What does Homework @ TWS look like?

The table below outlines some examples of what these tasks may be, though this is not all encompassing:

Examples of 'Practise' based tasks:	Examples of 'Preparation' based tasks:
<ul style="list-style-type: none">- Forms Quizzes/Quizlet- Knowledge Organiser creation- Worksheets on what was covered in class- Vocabulary linked to what has been covered- Guided reading on an article or academic text linked to what has been covered.- Seneca- Practise Exam questions- Improving example answers	<ul style="list-style-type: none">- Research tasks such as fact file; <i>meanwhile elsewhere</i>; context building etc- Guided reading of article or academic text for next topic- Learning key vocabulary- Listing questions about an upcoming topic- Finding items that will be used in class, e.g. objects for still life- Using retrieval examples to prepare for upcoming exams (targeted revision)- Relevant videos/podcasts to introduce future concepts – could then pose questions to cover in lesson on google classrooms etc

- KS3 expectations – Core subjects up to 30 minutes per week, other subjects up to 30 minutes per fortnight.
- KS4 expectations – Core subjects up to 1 hour weekly (2-3 short tasks totalling 1hr), Options subjects up to 30 minutes weekly.
- Homework tasks should be set roughly on a ratio of 3 practise tasks to every 1 preparation task.

How will we monitor and provide feedback on homework?

Research suggests that it is essential for homework to be checked with some form of feedback, to allow students to perceive its value and understand how it links to learning. This does not always need to be done through formal marking, but can also include methods such as:

A. Class teacher expectations

- Self/Peer assessment, or self-marking homework (such as Seneca)
- Circulation to check completion
- Targeted questioning or discussion related to the homework task
- Whole class feedback, such as under a visualiser to go through answers or a great example.

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B. Subject Leader expectations

- Quality assuring and supporting implementation of homework within SOL
- Monitoring that homework is being set consistently according to the policy.

Inclusion

This document is inclusive through the utilisation of a timetable which supports routine and clarifies expectations for students. Additional expected considerations for staff include:

1. Homework should be differentiated as it would be in class.
2. Time expected to be taken to complete homework should be explicitly clear.
3. In rare exceptions that students are exempt from homework, this should be known and will be listed on their ISP.
4. Homework clubs will be available to provide student support and access to resources needed.

Praise

At TWS we believe in the importance of making homework valuable. Whilst this is most visible through utilising the work in class through review, feedback or learning, praise can also be powerful. This is recommended by following our Praise @ TWS:

1. Verbal praise
2. Class Charts notifications
3. Postcards
4. Communication home
5. Nominations for end of term awards

Consequences:

At TWS we want to grow a culture that recognises the value of homework. To support this, consequences for non-completion, will be set as per the following flow:

Occurrence	Action
First	Teacher speaks to student to identify barriers, outline expectations and draw attention to the homework club. <ul style="list-style-type: none">• Notification on Class Charts
Second	Teacher sends pre-written letter via email to Families, which outlines the above. <ul style="list-style-type: none">• Notification on Class Charts
Third	Teacher calls home to identify barriers, outline expectations and draw attention to the homework club <ul style="list-style-type: none">• Notification on Class Charts
Fourth and subsequent occurrences across a 'big' term	Consequence set at 30 minutes (follows usual escalation if missed) <ul style="list-style-type: none">• Notification on Class Charts
Additional flow considerations:	
What happens each big term?	The process above is followed if a student has never missed homework before. If a student has missed homework before they would move through this flow: First in a new 'big' term: Communication home (call or email, personalised) to highlight ongoing concern Second and subsequent occurrences in the big term: Consequence set at 30 minutes (follows usual escalation if missed)
Please note that it is our intention that as we embed our culture of homework and expectations @ TWS then we will aim to reduce one of step 2 or 3.	

How do we embed the culture?

- Consistency in following the above flow is critical from all team members.
- In September all students will have an assembly on Homework.
- In September we will speak to all families via the information evenings and Wren10/Newsletter about Homework.
- Staff and student voice will be collected in the year

Homework timetable:

	WEEK A		WEEK B	
	Monday	Wednesday	Monday	Wednesday
KS3	English Maths Science	History Geography Citizenship Religious Studies Drama Music Dance Art Technology PE Computing MFL	English Maths Science	N/A
KS4	English Maths Science	Options Subjects	English Maths Science	Options Subjects
KS5	At KS5 students are set independent study at a rate of approximately one hour per every two taught hours			

Feedback from students and staff on the trial

- *“Students have really appreciated homework being marked, and it has definitely increased response rates”*
- *“making use of Seneca has been great, particularly for KS4, and it keeps track of work so monitoring is easy”*
- *“My students have to answer the register with an idea from their homework research, it’s a great way to quickly see what they know and students can see how homework links to lesson”*
- *“Having a timetable would really help me organise my time, as some nights I’m really busy. But if I know what’s coming I can be more effective at using what time I have”.*