

# Quality of Education Policy

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## 1. Quality of Education Aims & Intent

Furze Platt Senior School is a fully comprehensive school that aims to ensure that all students experience success in all areas of their academic and personal development, irrespective of neurodiversity, disability or personal circumstances. Curriculum is not a component of education; it is education and central to all that we do. Our curriculum has students' learning and progress at its centre. We recognise that a curriculum has to be rich, ambitious, broad, and balanced, offering young people opportunities to grow as individuals as well as learners. This aim is best achieved when all members of our community: students, staff, parents, governors and the wider community are working together.

1.1. Across the curriculum, throughout lessons, and in all other areas of school life, we aim to achieve excellence through our ACHIEVE values of ambition, collaboration, happiness, integrity, endurance and versatility:

### 1.1.1. Being AMBITIOUS

At Furze Platt Senior School, every stakeholder will be provided with a platform for high standard and high expectations – with an insistence that all fulfil that. All members of our community will see learning and personal growth as important attributes for life, not just as a means to qualifications, further education, university study and successful careers. All that they do will foster an intrinsic enthusiasm and desire in everyone to achieve their personal best. They use this also to motivate others, and to create a climate of shared endeavour, both in the classroom and through wider learning opportunities.

### 1.1.2. Being COLLABORATIVE

Furze Platt students and staff aim to strengthen the community by working collaboratively with each other. Through regular opportunities to participate in lessons as well as wider community events, both in and out of school, they work to support the success of others as well as themselves. Our curriculum begins in school and extends beyond the classroom to help develop effective leaders, communicators and strong team players.

### 1.1.3. Being HAPPY

Furze Platt students and staff are proud of their school and wider community and enjoy being a part of it. They are content in their present and optimistic about their futures, confident in their abilities to achieve their goals. Students and staff are respectful and kind to everyone, celebrating each other's commonalities and differences. All enjoy a common sense of purpose, with everyone being able to play to their strengths and contribute to community wellbeing. Furze Platt stakeholders take joy from growing and succeeding together.

### 1.1.4. Showing INTEGRITY

Furze Platt people always accept responsibility for their actions and choices. They consistently hold themselves, individually and collectively, accountable for their own success and that of others. They are honest, trustworthy and fair in all they do, whether it be in the classroom, on the sports field or in the wider community. They respect and take care of their current and future environments.

### 1.1.5. Showing ENDURANCE

All at Furze Platt understand that 'every accomplishment begins with the decision to try,' but that success does not always come easily or immediately. They have the confidence to see failure as part of the learning journey, and to use their reflectiveness and resilience to learn from past mistakes. Everyone learns and communicates confidently and helps develop confidence in others.

### 1.1.6. Showing VERSATILITY

Staff and students at Furze Platt are prepared for and adapt to broad ranging situations and challenges, always showing organisation and initiative. They are aware that the

world around them, including employment opportunities are constantly evolving and are developing the necessary skills to succeed. Everyone appreciates that each new experience is an opportunity to innovate and grow.

#### 1.1.7. Achieving EXCELLENCE

Every member of the Furze Platt community strives to achieve their best in everything that they do. Excellence is expected of everyone, regardless of age or background. Every stakeholder understands that they are what they repeatedly do, and that excellence is a habit. Members of the Furze Platt community value and are valued by everyone else in the community. They have a love of learning and are inspired to succeed.

### 1.2. ACHIEVE across the curriculum

1.2.1. We recognise that students should be challenged in their schooling, learning from failures and celebrating successes. We intend for our curriculum to be empowering, supporting well-being and enabling students to develop their knowledge, understanding, interpersonal skills, creativity and independence irrespective of their starting point or individual needs.



1.2.2. Our ACHIEVE values are the core of all we do.

1.2.3. All curriculum planning, teaching & learning strategies and assessment and feedback will be designed and developed around developing/progressing? one or more of our ACHIEVE values.

1.2.4. Staff, as well as students, will be expected to display ACHIEVE values and ethos in all their actions.

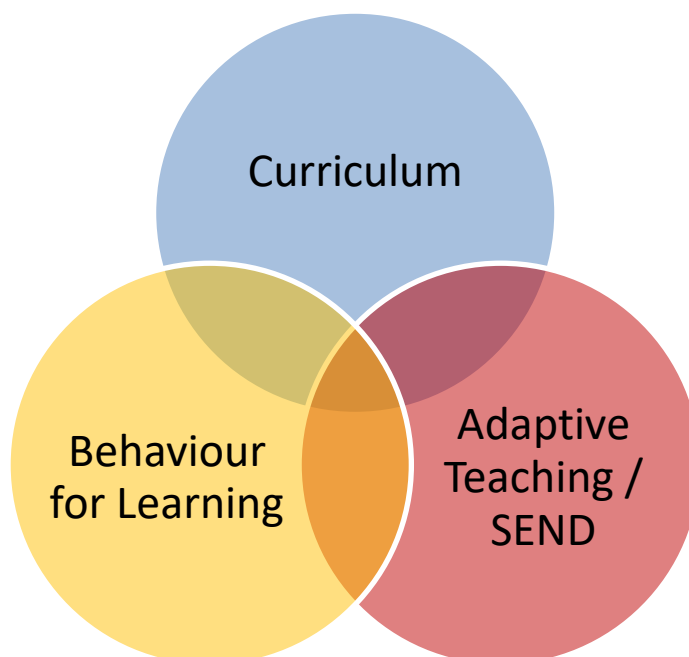
1.2.5. Our CPD programme will support the development of ACHIEVE-based foci, alongside other school priorities.

### 1.3. This policy incorporates key components of Quality of Education:

- Curriculum
- Teaching & Learning
- Marking & Feedback
- Assessment
- Home Learning
- Literacy
- Numeracy
- CPD

#### 1.4. Quality of Education: Three Strategic Foci:

Excellent teaching and learning and delivery of outstanding progress for all students at Furze Platt will be delivered through:



- 1.4.1. Curriculum: Effective teaching allows all students to access the curriculum, deepening the knowledge stored in their long-term memory. *(Ashbee, R. (2021). Curriculum: Theory, Culture and Subject Specialisms. Oxon: Routledge)*
- 1.4.2. Behaviour for Learning: Students thrive in lessons with consistent routines, adaptive planning and effective organisation, free from distractions and disruptions. *(Bennett, T. (2020). Running the Room. Woodbridge: John Catt.)*
- 1.4.3. Adaptive Teaching / SEND: Pupils with SEND are in most need of excellent teaching, which is inclusive by design and not as an afterthought. *(EEF. (2019). Special Educational Needs in Mainstream Schools: Guidance Report. London: EEF)*

## 2. Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

### 2.1. Legislation

- Apprenticeships, Children and Learning Act 2009
- Children Act 2004
- Children and Social Work Act 2017
- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Special Educational Needs and Disability Regulations 2014

### 2.2. Statutory guidance

- DfE (2018) 'Working together to safeguard children'
- DfE (2023) 'Keeping children safe in education'
- DfE (2024) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE and STA (2022) 'School reports on pupil performance: guide for headteachers'
- DfE (2023) 'School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions' (STPCD)

### 2.3. Other relevant school policies include:

- Behaviour For Learning Policy
- Careers Policy
- Child Protection & Safeguarding Policy
- Data Protection Policy
- Equality, Equity, Diversity and Inclusion Policy  
Equality Information and Objectives Policy
- E-Safety Policy
- Relationships & Sex Education Policy/Shine Policy
- Special Educational Needs & Disability Policy
- Supporting Students with Additional Health Needs Policy
- Accessibility Plan

## 3. Roles & Responsibilities

### 3.1. The governing body (Quality of Education Committee) is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, other senior leaders, subject leaders and teachers with regard to student progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring reports are provided by SLT on a termly basis.
- Monitoring the school's progress against targets.
- Taking action where areas for improvement have been identified.
- Visiting the school to:
  - Observe lessons.
  - View recordings of lessons, where required.
  - View samples of students' work.
  - Talk to students about their experiences with learning at Furze Platt.
  - Talk to teachers about their experiences teaching at the school.
- Ensuring governors report the findings from any visits to the school to the governing board.

### 3.2. The Headteacher & Deputy Headteacher (Quality of Education) are responsible for:

- Having a clear and ambitious vision for providing high-quality, inclusive education for all.
- Ensuring that decisions about curriculum and teaching and learning are evidence-based.
- Devising medium and long-term plans for the curriculum in collaboration with subject leaders, teachers, other members of the SLT and support staff.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Producing an annual report for the governing board advising on the standards achieved by students.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable for all staff.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.

- Keeping up-to-date with any relevant statutory updates and taking action where required.
- 3.3. The Assistant Headteacher (Teaching & Learning) is responsible for:
- Promoting the development of teachers as professionals who use their expertise to carry out their duties to a high standard.
  - Planning and evaluating strategies to secure research-led and context-informed high-quality teaching and learning across the school.
  - Ensuring that teachers examine, understand and critique the evidence behind teaching approaches to support autonomy in teaching and learning.
  - Promoting the professionalism of highly skilled teachers by developing and leading CPD to improve their pedagogy and subject knowledge, including monitoring its impact through rigorous Quality Assurance.
  - Managing resources to support high-quality teaching and learning.
  - Calendaring Quality Assurance cycles, analysing data, feeding back to relevant stakeholders and producing action plans in response to findings.
  - Providing support and guidance to staff through coaching and mentoring.
  - Addressing underachievement and intervene promptly.
- 3.4. The Assistant Headteacher (Raising Standards Leader) is responsible for:
- Ensuring that assessment procedures across KS3-5 are clear to all staff, support well-being and are clearly calendared through defined progress grade deadlines.
  - Ensuring that assessment requirements across subjects are timely to support teaching and learning, coherent, manageable and effective.
  - Analysing and using, for evaluative and planning purposes, the outcomes of statutory tests or tasks, internal tests and tasks such as PPEs, and teacher assessments to monitor standards and progress across all subjects.
  - Reporting to governors on all the key aspects of student progress and attainment, including current standards and trends over time.
- 3.5. The Assistant Headteacher (Inclusion) is responsible for:
- Collaborating with all departments to ensure the curriculum is accessible to all.
  - Organising and providing training for staff regarding the curriculum for students with SEND.
  - Ensuring teaching materials and opportunities for learning and development promote equality in line with the Equality Act 2010.
  - Ensuring that processes are in place for the timely identification of SEND including carrying out or making referrals for SEND screenings and assessments where necessary.
  - Ensuring that students receive any additional support they need in order to access the Furze Platt curriculum, including liaison with external agencies and professionals.
- 3.6. The Assistant Headteacher (Head of 6<sup>th</sup> Form) is responsible for:
- Working with the Deputy Headteacher (Quality of Education) to ensure that the Key Stage 5 curriculum best meets the needs of all Year 12 and 13 students.
  - Working with the Assistant Headteacher (Raising Standards) to make best use of all available progress data for 6<sup>th</sup> Form students, ensuring appropriate support and interventions are in place.
  - Working with the Assistant Headteacher (Teaching & Learning) to further develop classroom practice and pedagogical approaches in KS5 lessons.
  - Working with the Assistant Headteacher (Inclusion) to review SEND need at KS5, ensuring appropriate interventions are in place.

3.7. SLT are responsible for:

- Working collaboratively (including coaching and mentoring) with the Heads of Department they line manage using evidence-based and practice-based research to design the curriculum intent, including how it will be sequenced, delivered and assessed, and how it will cater for students' individual needs, then using a range of evidence for reviewing the effectiveness of its delivery.
- Visiting classrooms and undertaking learning walks and lesson observations, including joint learning walks with those they line manage.
- Talking to staff and students to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents to ensure all students' needs are being met.
- Reviewing teachers' lesson planning.
- Contributing to setting goals and targets across the school.
- Discussing annual reports with staff.
- Undertaking self-evaluation on the school's quality of teaching.
- Monitoring student progress within departments they oversee (this will require proficiency in Go4Schools, SMID and Class Charts).
- Holding heads of department to account for the effectiveness of teaching, learning and assessment in their subject.

3.8. The Literacy Co-ordinator will:

- Ensure students and staff feel encouraged and supported in their efforts to raise literacy skills.
- Support the development of 'disciplinary literacy' with HoDs and literacy co-ordinators.
- Work in collaboration with literacy reps and Heads of Department to ensure materials are provided for developing literacy.
- Use relevant data such as reading and writing ages and learning walk data to provide training and INSET for staff on priority areas for development.
- Promote Furze Platt as a 'reading school'.
- Liaise with key people and through key communications systems to embed a culture of reading throughout the school, including National Book Week, and other activities to promote reading.
- Liaise with the school librarian to encourage a love of reading for pleasure.
- Oversee the Ks3 reading programme and liaise with the English Department and Interventions team, form tutors and parent to support students identified as needing further support.
- Liaise with key people, including parents, librarian and SENDco where further literacy support has been identified as a need for a student.
- Conduct an annual audit of staff and students, as appropriate, to ensure that CPD on literacy meets need.

3.9. Heads of Department are responsible for:

- Using evidence-based research to underpin the overall provision of the curriculum at the school.
- Developing a curriculum that provides students with a rich, coherent and well-sequenced range of opportunities and the skills they need to prepare for later life, building from KS2.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices founded on evidence-based research and within the context of the school's aims and policies.
- Implementing coherent and well-sequenced schemes of learning across their subject areas.
- Keeping up to date with any legislation, changes in their subject area and curriculum requirements.

- Using a range of qualitative and quantitative data for monitoring the effectiveness of how their subject is being taught and assessed in their department.
- Using evidence- based research and practice-based research when leading staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary, including coaching and mentoring.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Ensuring that there is a range of informal and formal assessment scheduled in a timely manner to support excellent progress for all students, regardless of starting points.
- Monitoring student progress within the department and reporting on this to their SLT line manager and the RSL (this will require proficiency in Go4Schools, SMID and Class Charts).
- Possessing a good understanding of national and school attainment and progress performance data for their subject(s).
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.

### 3.10. Teachers are responsible for:

- Developing their subject and pedagogical expertise using evidence-based research.
- Using a range of data to identify who may require extra support and deploying an appropriate range of strategies to support them.
- Implementing the curriculum in creative ways, keeping students engaged with content and adapting the teaching to meet the differing needs of all learners, including appropriate stretch for HPA, MPA and LPA to celebrate their talents and close the attainment gap between those with high prior attainment and low prior attainment.
- Collaborating with the Inclusion team, HoD and other relevant colleagues to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the Inclusion team, including LSAs, to ensure those in need receive additional support in lessons and report on the progress of all relevant students.
- Celebrating all students' academic achievements.
- Undertaking timely assessments, monitoring the progress of all students and meeting all progress grade deadlines.
- Liaising with parents, carers and appropriate members of the pastoral team to support all learners are making good progress.

### 3.11. Students are responsible for:

- Consistently developing our ACHIEVE values in everything they do.
- Being on time for school.
- Being prepared to learn.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Responding to teacher and peer feedback.
- Completing expected homework.
- Treating everyone with respect.

## 4. Curriculum

### 4.1. Curriculum Aims & Intent

We are ambitious for what our students can and will achieve. Central to our purpose as a school is the curriculum that helps structure the experience students receive each day. We aspire that our curriculum is built around the school's ACHIEVE values outlined in Section 1, helping students of any background to understand and access the vast range of opportunities open to them within and beyond Furze Platt Senior School.

Our aim is to provide students with a curriculum that is rich, stimulating, varied and relevant. Our inclusive school gives each student a broad and balanced curriculum that is inclusive by design, is responsive to individual needs, and provides all students with the knowledge, skills and attributes necessary for success in further study, in the workplace, and as active participants in all aspects of their lives.

4.1.1. Through our curriculum we aim to ensure that students:

- enjoy inclusive, stimulating, challenging and rewarding learning experiences no matter what their backgrounds may be;
- develop self-esteem, self-worth and self-confidence;
- develop positive relationships with learning itself, celebrating their own knowledge and understanding in every subject, leading to increasing levels of motivation through personal scholarship and expertise;
- develop positive attitudes to learning together with deep and sustained knowledge and understanding; experience a broad range of subjects, content, ideas and concepts in in Key Stage 3, leading to more specialised study in Key Stage 4;
- have the opportunity to undertake, as far as possible, the full suite of English Baccalaureate qualifications at Key Stage 4;
- experience effective and varying teaching methods to provide diversity within the curriculum;
- have their individual needs met in order that they can access the curriculum, or that alternative arrangements are in place where required;
- develop strong personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life;
- through character development, build the foundations for lifelong learning, fulfilling employment, and active citizenship;
- participate in a broad and appropriate range of experiences and opportunities that inspire them to make the right choices for Key Stage 4, post 16 and are well qualified to progress to higher education, apprenticeships and employment.

We are proud that we have skilled subject specialists sharing their knowledge and skills with our students. These highly skilled professionals are responsible for the organisation, delivery and implementation of subject curriculum at Furze Platt Senior School.

Together with Senior Leaders and governors, our Heads of Department monitor the impact of the curriculum upon student learning and progress to ensure Furze Platt Senior School provides a depth and range of opportunities within and beyond the classroom and examination syllabi for our students.

## **4.2. Curriculum Organisation**

Most subjects have a 5-year curriculum that runs from years 7 to 11. This offers continuity of progression and allows some GCSE themes and topics to be introduced earlier, thus ensuring our students are GCSE ready for the start of year 10.

Students are taught in five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

### **4.2.1. Key Stage 3**

- All students follow a 3-year Key Stage 3. Students take a broad range of subjects English; Mathematics; combined Science; two foreign languages; Computing; Art; Design Technology; Food Technology; Games; Geography; History; Music; Drama; Philosophy and Religion; and PSHE.  
Some students in KS3 will participate in vocational curriculum options including Duke of Edinburgh, FPSS Alternative curriculum and other bespoke interventions.

- All students can opt to study one foreign language for Year 9, with the aim of studying this at GCSE. Some students will opt to continue studying two languages.
- The content of each subject taught in Key Stage 3 is mapped by each department and is made available on the school's web site.
- Students are taught in mixed ability groups. Subject Leaders and classroom teachers are responsible for reviewing classes throughout the year and may move students into different classes in consultation with the SLT.

#### **4.2.2. Key Stage 4**

- Students in Years 10 and 11 follow a 2-year Key Stage 4. Which consists of English; Mathematics; Combined or Separate Sciences; Games; PSHE; and up to four option choices, including vocational option courses that are delivered on site.
- The content of each subject taught in Years 10 and 11 is available from Subject Leaders.
- In KS4, students are predominantly taught in mixed ability sets based upon option choices. However, Maths does set and Science groups are based on whether students are doing Separate or Combined options.

#### **4.2.3. Post-16 Curriculum**

- Furze Platt Senior School offers post-16 education for students who want to undertake qualifications at this level.
- In order to maximise student choice, qualification success and progression to universities and careers of their choice, since 2016 we will operate a pathways model:
  - Applied Pathway - three applied pathway qualifications;
  - Applied+ pathway – two applied pathway qualifications one of which must be a BTEC and one additional academic pathway A-Level.
  - Academic Pathway – three A-Level qualifications.
  - Extended Pathway – three A-Level or applied pathway qualifications with an option to add either a one-year AS-Level or the Extended Project Qualification.
  - Extended+ pathway – three A-Level or applied pathway qualifications with the option to add a fourth A-Level or applied pathway qualifications.
- Students are also offered a recreational sport session or personal wellbeing session each week. Supervised study periods are timetabled for all students.
- In addition to the core curriculum outlined above, students have the opportunity to engage in a wide range of cross- and extra-curricular opportunities.
- Students must have achieved certain entry requirements for each of the pathways as well as meeting the entry requirements for specific courses.
- During sixth-form, lessons are taught as 60-minute lessons per day – students may have between 3-5 lessons a day and are provided with teacher supervised study periods in between these lessons where they can undertake their own study.

### **4.3. Personal Social and Health Education (PSHE) and Social, Moral Spiritual and Cultural Awareness (SMSC)**

- 4.3.1. The school will fulfil its statutory and non-statutory duties, in order to ensure that students:
- Develop healthy, safe lifestyles, both in the real and the online world.
  - Develop good relationships, respecting others and themselves.
  - Take responsibility for their finances and begin to ensure their future economic well-being. Make a positive contribution to the school and society.
- 4.3.2. The programmes for PSHE and SMSC are implemented through: discrete PSHE, Philosophy and Religion and Religious Studies lessons in Years 7-11; other subject lessons; school assemblies and the tutorial programme and the involvement of outside organisations and speakers.
- 4.3.3. PSHE lessons are taught by the student's tutor during a calendared hour each week. These are overseen by the Head of PSHE.

4.3.4. In the Sixth Form, PSHE is delivered through an external provider, Wellio. Students participate in discursive and interactive sessions with their form groups on a programme of lessons split into themes such as RSHE, Personal Development, Living In The Wider World, Mental Health and Physical Health.

#### **4.4. Citizenship, including the upholding of fundamental British values**

4.4.1. Citizenship is a core aspect of the school's curriculum. The school fulfils its statutory Citizenship duties to ensure students:

- Understand the rule of law, individual liberty, and mutual respect and tolerance.
- Understand the role of government and political processes.
- Learn to make informed personal and political decisions.

4.4.2. All subject areas play a part in ensuring students understand fundamental British values.

4.4.3. Citizenship is overseen by the Head of PSHE. The programme is implemented through PSHE lessons from Year 7-11; other lessons in subjects across the curriculum; students taking on leadership roles or who influence younger students through activities such as peer mentoring; students influencing school decisions through focus groups, student panel interviews and the School Council and student involvement in house challenges.

#### **4.5. Relationships, Sex & Health Education**

4.5.1. The school's statutory duty to cover Relationships, Sex and Health Education is fulfilled via PSHE lessons and includes: physical development; emotional development; relationships; online dangers including the dangers of pornography and sexting; marriage; sexual behaviour and the possible consequences; sexual health including HIV and AIDS, and other STIs; contraception; reproduction; cultural and religious issues; sources of advice and the law and sexual relationships. Further details can be found in the Relationships and Sex Education policy.

4.5.2. Other subject areas also cover aspects of Relationships, sex and health education including but not limited to Science, Food and Nutrition and Child Development.

4.5.3. See the Relationships, Sex and Health Education policy for more specific detail on content and delivery.

#### **4.6. Religious Studies**

4.6.1. The school considers it essential for all students to have a good understanding of different religious beliefs and practices. Religious Studies is a compulsory part of the Furze Platt curriculum in Key Stages 3. Religious Studies is taught through Philosophy and Religion in Years 7, 8 and 9 and students can choose to take the Religious Studies GCSE in Years 10-11. Religious Studies is also taught through school assemblies, the tutorial system, and PSHE in Years 10-11.

4.6.2. The school follows the Pan-Berkshire Locally Agreed Syllabus.

#### **4.7. Careers Education, Information, Advice and Guidance (CEIAG)**

4.7.1. The Careers Education, Information, Advice and Guidance (CEIAG) at Furze Platt aims to offer students a variety of ways to acquire knowledge and skills in order to make informed career and future choices. We structure our careers provision around the 8 Gatsby benchmarks recommended in the strategy and listed below:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

- 4.7.2. All students from Years 7-13 benefit from high-quality impartial careers provision. The level and intensity of provision will vary according to student age and individual need, including whether students are in receipt of Pupil Premium, **have SEND**, or are in danger of becoming NEET (not in education, employment, or training).
- 4.7.3. The programme is implemented through discrete careers and options lessons from Years 8-11 which take place in PSHE lessons, a Careers and Higher Education Fair for Years 9 -13, taster sessions to ensure students are fully informed of their GCSE choices, plus a Year 9 Options Evening, visits to Oxford University for the most able, university visits for all GCSE students in Key Stage 4, visits to local colleges for open evenings and taster days, discrete opportunities to develop enterprise and other business related skills including work experience in Year 12 , opportunities for students to engage with local businesses and role models, both in and out of school, careers mentoring for all students provided by Form Tutors, group and individual careers interviews with school staff, the Careers Leader and other outside organisations, dedicated support in Years 12 and 13 for those intending to go to university, and for those entering other forms of education employment or training including apprenticeships.

#### **4.8. Laptops for Learning**

- 4.8.1. Furze Platt Senior School is committed to the Laptops for Learning scheme. Research evidences how the inclusive use of technology can improve and support the learning of all. The school integrated laptops into existing subject curricula to enrich and extend learning for all learners in the classroom.
- 4.8.2. As technology use develops, Heads of Department adapt their subject curriculum to embed laptop for learning resources and ensure consistency across their department area. Heads of Department work collaboratively to share good practice and effective digital learning resources that are being used in their department.
- 4.8.3. Heads of Department review the department curriculum to evaluate the effectiveness of the laptop resources for learning in addressing the needs of all groups of students. New resources, software, digital learning tools and application of laptops to support students' learning are introduced where feasible and effective.
- 4.8.4. Heads of Department and SLT ensure consistency in the delivery of the Laptops for Learning curriculum in department areas through quality assurance.
- 4.8.5. Laptops are a valuable asset in ensuring effective adaptive teaching, with learning activities and resources being varied and made available in digital forms to best suit the diverse needs of students both in and out of the classroom.
- 4.8.6. Where appropriate, Heads of Department and Teachers must ensure that student work is saved and filed correctly, for easy access via FP-Cloud and Microsoft Teams by all stakeholders.
- 4.8.7. To support equalities and inclusion, the school will ensure that all students have suitable access to laptops for learning and that disadvantaged students are not negatively impacted by their use.

### **5. Teaching & Learning**

#### **5.1. Learning Aims**

We aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to deliver high quality teaching by continually improving our standards, helping every student reach their potential, enhancing the professional development of staff and supporting teacher autonomy and well-being.

#### **5.2. Classroom Practice**

Strong classroom practice is based on excellent pedagogy and is informed by evidence-based and practice-based research; it is the most important way the school can achieve the values and vision set out above. Learning should be stimulating, challenging and rewarding. Teaching should be inclusive by design so that all students make excellent progress. Teachers are highly

trained professionals who should use their expertise to carry out their work to a high standard; teacher autonomy allows a teacher to plan explicitly for the needs of all learners and ensure teaching enables all groups to fully access the learning opportunities available (including the disadvantaged and those with SEND who may require additional input and support). Teaching is a complex job and there is no one silver bullet to effective teaching, therefore, teachers should be supported to develop a range of strategies and approaches that act as a 'tool-kit' for them to select from when planning lessons to ensure that lessons are inclusive and support excellent progress for all students. Teachers will be given access to a range of robust data and student information that will help inform them when making decisions about their teaching and how best to support students with their learning. Teachers understand that technology can enhance learning and need to plan opportunities for this, when appropriate.

We believe that this occurs when fundamental aspects are embedded into teaching and learning:

5.2.1. Classroom Climate – students strive for excellence by consistently demonstrating:

- Ambition
- Collaboration
- Happiness
- Integrity
- Versatility
- Endurance

This is underpinned by clear classroom routines.

5.2.2. High Expectations – teachers ensure that:

- Strong relationships are developed between students and staff.
- All students are provided with inclusive opportunities for stretch and challenge to maximise progress.
- Skilful targeted support and personalised adaptation enables all students to achieve regardless of learning need or starting point.
- Students are actively engaged in stimulating and varied learning tasks.
- The quality of work expected is communicated clearly and 'second best' is not accepted.

5.2.3. Subject knowledge and pedagogy – teachers ensure that:

- Ambitious objectives are set for all students within the class and learning is adapted to meet the needs of all students, so that all students make excellent progress to achieving the objective. Long-term outcomes are balanced with short-term goals.
- Teacher subject knowledge is strong.
- Teacher pedagogical knowledge is strong and appropriate approaches are used in the lesson including laptops and other appropriate technology.
- The lesson is inclusive by design and follows a clear, logical and appropriate plan designed to engage all learners.
- A range of learning tasks are carefully planned to meet the needs of the students.
- Teacher explanations are clear.
- Questioning is focused and targeted and this form of feedback supports excellent progress for all.
- Transitions are smooth.
- Spiritual, Moral, Social and Cultural (SMSC) and British values opportunities are developed.
- Pace is right.
- Literacy, numeracy and metacognitive skills are promoted.

5.2.4. Learning Skills – opportunities are taken to develop, where appropriate, students' skills to correlate with our values of:

- Being ambitious.
- Working collaboratively.
- Being happy and confident with their work and learning environment.
- Working with integrity.

- Showing endurance.
- Being versatile.
- Achieving excellence.

#### 5.2.5. Assessment for Learning (See Section 6)

Teachers work hard to address any progress gaps; teachers and students know what students are capable of, the level at which they are working, and what they must do to improve. This is achieved through:

- All departments having embedded and well structured, regular formative and summative assessment opportunities in their curricula, that are inclusive by design.
- Students having and knowing their target grades or levels.
- Books being marked regularly in accordance with FPSS and department home learning, marking and assessment policy.
- Students having regular opportunities built into the curriculum to reflect on and improve their work.
- Students being given regular opportunity to discuss their work.
- Strong teacher questioning in lessons.
- Use of mini-whiteboards, visualisers or other equipment to interrogate learning and progress.
- Verbal feedback.
- Self-and peer-assessment.
- Targeted teacher interventions during lessons.

As a result of these ways of supporting progress, students have a clear understanding of how to improve.

#### 5.2.6. Literacy (See Section 9)

Literacy is the responsibility of every teacher. We aim to create highly literate learners through the development of and support for:

- Speaking
- Listening
- Reading
- Writing

#### 5.2.7. Progress

The progress of all learners, and particularly groups of learners (PP, SEND) should be maximised. This means:

- All departments have a clear, logically sequenced and ambitious curriculum that is inclusive by design and which is followed by all teachers for all students, so that excellent progress is made by all.
- Objectives and outcomes are met as far as possible.
- Different groups of students achieve well.
- Learning and outcomes are adapted and personalised according to the needs and abilities of students.
- Teachers can identify the needs of individual students and describe how the learning opportunities are adapted to meet these needs.
- Learning is sustained over time.

### 5.3. Teaching Structures

There is no formula or set routine for effective teaching and lessons need not consist of a set number of parts. The following, however, are essential features of successful lessons and sequences of lessons:

#### 5.3.1. Stimulating Learning

- Teacher arrives first, welcomes students at the door and determines where students are seated.
- Lesson begins in a timely, engaging and positive fashion.
- An initial piece of stimulus material, or question, is given to encourage students' curiosity, get students thinking, promote retrieval and, in many cases, to get students talking, as oracy is a vital part of cognitive and literacy development.

### 5.3.2. Setting the Learning Expectations

- Expectations are high for all students and all students are given the opportunity to meet all objectives.
- Learning objectives/ lesson aims/key questions are shared with the whole class (sometimes, the class themselves will develop the learning).
- Learning is carefully sequenced across the curriculum and knowledge builds upon prior learning as part of this.
- Links with previous lessons are explored when appropriate. Where relevant, learning is signposted toward future value (e.g. examination, career-based skill or real-world application).
- Teacher provides an overview of the lesson, its focus, processes, and content.

### 5.3.3. Learning Activities

- A series of learning activities that is logically sequenced and aligns with the curriculum is followed.
- A series of learning activities are introduced, undertaken, and reviewed. Each learning activity is clearly linked to the learning objective and provides opportunities for students to progress towards the learning outcomes and achieve excellence. Learning activities also provide opportunities for students to develop their personal and social skills.
- Opportunities for timely review and recall are embedded into the learning activities.
- Activities are appropriately varied and provide opportunities for developing literacy.
- Where appropriate, they encourage ambition, endurance, well-being, creativity and risk taking.
- Where appropriate, students are encouraged to collaborate and talk about the learning and challenge each other with integrity. Student endurance is encouraged by only asking the teacher after they have asked each other.
- Where appropriate technology and laptops are used to support and enhance learning.
- Student groupings are flexible and considered carefully to encourage them to be versatile and ambitious, bearing in mind students' ability levels and other considerations.
- During the activities, the teacher is actively involved – listening, questioning, probing, supporting, and challenging in order to help them achieve excellence.
- Self- and peer-assessment takes place where appropriate and students are taught to undertake these with integrity.
- Regular mini-plenaries take place – to check, share or consolidate learning. Following mini-plenaries, students have opportunities to review their 'even better if' feedback and to 'do it better.'
- Learning activities are inclusive by design and have metacognition built into them in order to make students become more effective learners.

### 5.3.4. Reviewing the Learning

- Reviews of learning occur throughout the lesson and may be included at any given point as appropriate to the learning.
- At the end of the lesson, a final review of learning takes place as appropriate. The final plenary provides an opportunity for the teacher to find out the ambition students have shown with their learning and the extent to which different students and groups of students have achieved the various learning outcomes.
- The final plenary also provides an opportunity for students to consider their versatility and how students have learned, as well as what they have learned.
- Students are encouraged to show integrity and review how the learning could be improved, how it is transferable and how might what has been learned may be used elsewhere.
- Where appropriate meaningful Home Learning is set after the learning is reviewed and, when appropriate, laptops and technology may be included in this.
- Reviews help to provide a signal of what will come next lesson, where appropriate.

## 6. Assessment, Reporting & Target Setting

### 6.1. Assessment

Assessment serves three fundamental purposes: -

1. To help students learn
  2. To help teachers teach more effectively and to adopt a more personalised approach to the needs of their students, and
  3. To provide relevant and accurate information about attainment for students, parents, teachers and others (e.g., to decide on student groupings or provide relevant careers advice).
- 6.1.1. Students' work will be acknowledged as frequently as possible and marked in detail at least every three weeks using constructive feedback as described above and in line with department policy.
  - 6.1.2. When setting periodic and transitional assessment tasks, assessment criteria should be shared with learners. In many cases learners will help to develop or formulate the assessment criteria. Assessments must be marked against agreed mark schemes – generated by the department, by Awarding Bodies or other appropriate agencies. Peer- and self-assessment should be used to ensure that learners know how to improve their work.
  - 6.1.3. Teachers will ensure that appropriate Exam Access Arrangements are in place when students with SEND in KS3-5 complete any assessments including assessed tasks and tests.
  - 6.1.4. Teachers will collaborate with the Exam Access Arrangement Officer to ensure suitable evidence is provided to formalise exam access arrangements when required.
  - 6.1.5. Assessments should be marked in line with the school's Marking & Feedback guidelines (See Section 7). Consistency in marking of assessments is imperative. Periodic and transitional assessments at each Key Stage should be moderated and standardised. The usual procedure is for relevant groups of staff to cross-moderate a sample of each other's assessments and standardise the marks of the sample. Where necessary, staff should then adjust the marks of their own class set.
  - 6.1.6. The nature of assessment should be regarded in two ways: -
    - Assessment **for** learning (formative assessment): this involves the continuous use of classroom assessments to improve learning.
    - Assessment **of** learning (summative assessment): measures what learners know or can do at a particular point in time.

### 6.2. Assessment for Learning

The details of how and when formative assessment will take place are specified in all published schemes of work. Lesson planning will identify opportunities for mini reviews during individual lessons.

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice.

- 6.2.1. Involving students in their learning. Teachers will:
  - Set Challenge Targets for each student that are aspirational but attainable (excluding Key Stage 3). They should be discussed with students and noted in exercise books and planners.
  - Explain the reasons for the lesson or activity and share the learning objectives and learning outcomes.
  - Share the specific assessment criteria with students and, as appropriate, parents; making sure that these criteria can be easily understood by all.
  - Help students to understand what they have done well and what they need to develop.
  - Show students how to use assessment criteria to assess their own work.
  - Provide regular opportunities for self and peer assessment.
  - Use effective questioning techniques to encourage discussion which give vital feedback on the current level of understanding.
  - Recognise development of the ACHIEVE values

- 6.2.2. Modelling quality Teachers will:
- Share examples of work with students so that they can see the standards they are aiming for.
  - Use examples of work to highlight the ways that assessment criteria are met.
  - Encourage students to review examples of work that do not meet the assessment criteria.
  - Include in their teaching, activities designed to model the necessary skills.
- 6.2.3. Giving feedback to students on their work  
This is an essential element in assessment for learning. Teachers will give regular, effective feedback to students that:
- Focuses on the task and learning objective, not presentation.
  - Indicates what is good, what needs correction and which aspects need further improvement.
  - Suggests the next steps students could take to improve their work.
  - Helps students to find alternative solutions.
  - Teachers will give students verbal feedback whenever possible as research shows that it is generally more effective than written feedback.
- 6.2.4. Self-assessment and peer assessment  
Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers. Students will be encouraged to:
- Reflect on their own work.
  - Identify the standard they are trying to achieve.
  - Think about how to bridge the gap between aspiration and achievement.
  - Take time to work problems out for themselves.
  - Consider a number of possible solutions before deciding on a course of action.
- 6.2.5. Monitoring and Evaluation  
Each student has a responsibility to:
- Record their targets for each subject.
  - Read and take note of feedback given by teachers.
  - To address the suggestions for improvement
  - To ask for clarification where necessary
  - To participate in self-evaluation; this includes noting down any instructions / guidance given.

Teachers are important in this process as opportunities need to be planned into Schemes of Learning and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

### **6.3. Assessment of Learning**

#### **6.3.1. Assessment Opportunities**

The school will create timely formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other summative assessments will be identified in subject Schemes of Learning. The attainment data will be used as the basis for monitoring student progress via the school's reporting system. The Staff Handbook/Planner contains an annual calendar of data collection deadlines for each year group.

#### **6.3.2. Methods**

Different kinds of timely assessment will be used by subject teachers, which will fit the purpose of the assessment and provide data which is valid, precise and reliable e.g., past questions used at GCSE should be marked using the relevant mark schemes and moderation of some of these tasks at subject level will ensure rigour.

#### **6.3.3. Grading**

At KS3, attainment will be assessed on an age-related GCSE numbered grading system (grades 8-1 for years 7 and 8 and grades 9-1 for year 9), so that staff, students and parents only have one model to familiarise themselves with.

These age-related grades will refer to a student's position in the national/school performance distribution for their age group. These grades will not show what a student would get if they took a GCSE at that moment in time. So, for example, if a student gets a grade 6 in the summer of Yr7, it means we think they are on a trajectory to achieve a grade 6 in Year 11 if they continue at the same rate of progress. It does not mean that they could get a 6 if they sat a GCSE paper at that point. Staying at the same grade is making progress. Assessments get harder from term to term and year to year, so that a grade 6 in Yr8 represents a higher standard than a grade 6 in Yr7. The highest grade available in Year 7 & 8 will be an 8 – meaning that every student will still have the option of 'improving' their grade once they enter year 9.

At KS4, attainment will refer to GCSE (9-1) grades in most cases, or vocational courses such as BTEC and Cambridge National, will show as Pass / Merit / Distinction. Assessments in Years 12 and 13 will relate directly to the requirements and methodologies of the relevant awarding bodies. It is important that students have the opportunity to develop their understanding of the different grades and how to progress to the next one.

#### 6.3.4. Standardised Work

Heads of Department are encouraged to keep portfolios of student work as exemplars of agreed assessment standards. These can be used as professional development to support Early Career Teachers and ITT students. It is also useful evidence of procedures for Subject Quality Assurance Reviews and will aid the completion of the Subject Evaluation and Department Improvement Forms (SEF/DIP).

#### 6.3.5. Calendar

All arrangements for assessment, recording and reporting will be agreed by the Senior Leadership Team in consultation with HoDs, teaching staff. It will be published in the School Calendar at the start of each academic year. For further information on Pre-Public exams please refer to the school's exams policy.

At KS3: Formal summative assessments will be conducted three times per year – once in each of Terms 2, 4 & 6. These are the only pieces of work that will be graded. Departments can determine the exact format of these assessments, but they must be cumulative, e.g., Term 4's assessment will cover all work over Terms 1-4. The whole cohort will sit the same assessment, enabling the department to moderate & standardise. When setting assessments, Heads of Departments need to consider the 'Quality Model' where all students perform the same task or the 'Difficulty Model' where students answer a series of questions of increasing difficulty.

At KS4: Students work will be periodically assessed using GCSE/BTEC/Cambridge National grades. The timing and number of such assessments will vary from subject to subject but they are expected to be more frequent than at Key Stage 3. Assessments will take a number of forms: essays, controlled assessments, ISAs, practical's (e.g., PE or drama), end of topic tests, practice questions or papers, presentations.

At KS5: Students work will be regularly assessed using A Level, BTEC or Cambridge Technical grades. Assessments will take a number of forms: essays, coursework, end of topic tests, practice questions or papers, practical's (e.g., PE, drama, music, sciences) presentations.

### 6.4. Assessment Framework - Key Principles

#### 6.4.1. General points

- Each subject should have a clear timely assessment schedule for each year that supports excellent progress and considers the well-being of all. In line with the new curriculum, these will be reviewed. Initially they will be published on FP Cloud for staff viewing, and later, on the school website for parents to view. A common format for this will be developed.
- In general, subjects should be free to determine the nature and content of their assessment's *Common elements across all assessments*.
- There should be agreed definitions for commonly used command words such as 'state', 'define', 'describe', 'explain', 'summarise', 'outline', 'discuss' and 'evaluate.' These

definitions should be shared with students, so they are aware of the commonalities of language between assessments.

- There should be agreed commonly used 'sentence starters' or 'connectives' such as 'For example', 'This is because', 'This leads to', 'The consequence of this', 'However', 'An alternative view is', 'In contrast', 'In conclusion' and 'This will depend upon'. This 'sentence starters' or 'connectives' should be shared with students, so they aware of how to structure their answers address all relevant assessment objectives and maximise marks.
- Assessment criteria should be shared with, or developed by, students. Assessments should include an element of peer- or self-assessment (before teacher marking) or self-reflection (following teacher marking). Where appropriate, examples of good work (WAGOLL – What a Good One Look Likes) should be shared.
- There should be a common language of feedback. The use of WWW (What Went Well) and EBI (Even Better If) is already common across several departments, in many of our feeder schools, and in many teacher training institutions. This can, of course, be linked to target grades. Some departments may choose to have a set of common proformas that colleagues in the department use for marking and feedback.

#### 6.4.2. Common elements across some assessments

In general, the following should be present at least once a year in every subject:

- A significant amount of age-appropriate reading – selected by the students or given to them by teachers.
- A clear focus on developing students' speaking and listening – e.g., through targeted pair or group work, formal debates, presentations etc.
- Clear expectations of extended writing – e.g., an elaborate, sustained, developed and detailed piece of work.
- A clear focus on developing students' independent learning skills – where students are expected to investigate, research, select, synthesise and evaluate information, or to investigate, articulate and solve a problem. Where appropriate, students should be able to set (with teacher guidance) their own questions or problems or choose from a range of options.
- Clear opportunities for developing group or teamwork skills, where the outcome of the assessment will be demonstrably better when undertaken as a group, rather than as an individual.

#### 6.4.3. Heads of Department will (within their subject areas):

- Support department members in the implementation of the Policy
- Ensure that their Assessment Policy is regularly reviewed and updated so as to ensure that assessments are timely, inclusive and support excellent progress and the well-being of all.
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness.
- Establish agreed subject criteria for assessment and marking which conform to whole school guidelines.
- Monitor the consistency of assessment and marking.
- Ensure that assessment information is systematically recorded, and appropriate information entered into Assessment Manager at each reporting deadline for each year group.
- Ensure that assessment data is systematically recorded and transferred between one academic year to another, so ensure smooth transition and continuity in assessment.
- Analyse performance data, monitoring progress of students towards their targets throughout the year (this will require proficiency in Go4Schools, SMID and Class Charts). This includes the analysis of the progress being made by key groups of students (PP/SEND).
- Agree their subject contribution to the assessment of cross-curricular themes.

- Identify the INSET needs of their team and plan strategically for how to meet these needs via external, internal and joint professional development.
- Maintain a portfolio of assessed work to ensure consistency of standards.
- Ensure that their Department understands the assessment processes and criteria and meets the report deadlines and standards.

#### 6.4.4. Subject Teachers will:

- Gain the necessary expertise and knowledge about data analysis through training (Go4Schools, SMID and Class Charts).
- Ensure that students have a clear understanding of the assessment criteria (GCSE, AS/A2, BTEC and Cambridge Technical grades)
- Ensure that students have a clear understanding of the relevant exam board command word taxonomy.
- Ensure that students have a clear understanding of how to effectively use 'sentence starters' or 'connectives' to structure their answers to meet all assessment objectives.
- Regularly assess and mark students' work employing a range of inclusive assessment styles
- Use the results of all assessments to monitor progress and plan future learning tasks which match student learning needs to ensure excellent progress for all groups of students.
- Motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time.
- Celebrate success in meeting targets using the school's reward systems.

## 6.5. Reporting

Assessment data should be collated. For all Key Stage 3 students, Staff are required to report the 'Current Attainment' (Age Related Grade) three times a year, and 'Approach to Learning' four times a year. At year 10 staff are required to report 'Current Attainment (GCSE 9-1 grades), 'Projected Attainment' and 'Challenge Target' three times a year and an 'Approach to Learning', four times a year. For years 11, 12 and 13, Staff are required to report the 'Current Attainment', 'Projected Attainment', 'Challenge Target' and 'Approach to Learning' four times a year. This assessment data is used to track, support and intervene with learners by departments, Head of Progress and the school.

Further information can be found in our "Guidance on Grading" document [here](#).

#### 6.5.1. Progress information is reported to parents/carers in a variety of formats:

- 'Progress Reports'. These reports include academic progress data for all subjects, including approach to learning.
- Attendance and behaviour data can be accessed separately 'live' at any time via Class Charts.
- A Parents Consultation Evening once per year.
- The publication of GCSE, AS and A Level, BTEC and Cambridge Technical results statements.

#### 6.5.2. Progress information is reported internally in a variety of formats:

- Internal and public exam data is available for staff via the school's Go4Schools system and SMID, which provides information at a whole school, department and individual student level across all year groups. Information on Levels of Progress, performance against targets and against DfE Performance Measures can be accessed through Go4Schools and SMID.
- Internal Interim Progress Reports (IPRs) and Subject Interim Progress Reports (SIPRs) are produced for KS3, KS4 and KS5 after each data collection point in SMID. These outline progress of the cohort and key groups of students at a subject and class-by-class level.

#### 6.5.3. Approach to Learning Grades

Approach to Learning grades are directly linked to the School's ACHIEVE values (Ambitious, Collaborative, Happy, Integrity, Endurance, Versatility and Excellence).

## **6.6. Records**

- 6.6.1. The School will keep a record of progress of each student, including a record of prior attainment from previous schools. Individual teachers will keep their own records of student achievement in their classes.
- 6.6.2. All progress data is collected via the Data and Admissions Manager.
- 6.6.3. Use of internal progress data:
  - The ACHIEVE team (DHT – Interventions and Safeguarding, AHT – Raising Achievement & KS4 Pastoral, AHT – Inclusion, AHT – KS3 Pastoral, Raising Achievement Manager, Pupil Premium Champion and SENCO) meet weekly to review support and intervention requirements for vulnerable children. From this, personalised support packages are created with either the Raising Achievement Manager or Alternative Curriculum teams, or a combination of the two.
  - Heads of Department use Go4Schools, SMID and ALIS+ to identify and track progress across their departments, at a cohort, sub-group, teaching group or individual student level, ensuring appropriate strategies are in place to maximise progress.
  - Heads of Progress use Go4Schools, SMID and ALIS+ to identify and track progress across their year group, at a cohort, sub-group or individual student level, ensuring appropriate strategies are in place to maximise progress.
  - Senior Leadership use cohort and subject level data via Go4Schools, SMID and ALIS+ to identify strengths and focus areas in order to ensure correct support and interventions are in place.

## **6.7. Target Setting**

- 6.7.1. All students will have an Official Target for each Key Stage in every subject they are studying. At Key Stage 3 this Official Target will be referred to as an 'Expected Grade'. Official Targets will be based on prior attainment, unless there is no prior data for a student – in which case CATS projections will be used to inform targets.
- 6.7.2. At KS5, Official Targets are generated by ALIS (adaptive baseline assessment designed by the Centre for Evaluation and Monitoring (CEM) for students aged 16-18, that provides information to help identify strengths and weaknesses, and see how they are likely to perform at KS5), with the aim of ensuring students make progress that is at least in the top 25% nationally for Value-Added. At KS3 and KS4, until FFT data normalises, Official Targets will be based on KS2 scaled scores against expected GCSE grades, however this year's (2024-25) year 10 and 11 were unable to sit their KS2 SAT exams due to the Covid-19 pandemic and therefore their CATS projections will be used to inform their targets. This methodology will still provide aspirational targets, but also provide more accessible targets for students. At KS3, 'Expected Grades' are tied into the Official KS4 target – ensuring consistency and continuity across both key stages. KS3 'Expected Grades' will only be made available to teachers and will not be published to parents and students.
- 6.7.3. Aside from Official Targets, every student at KS4 & KS5 will have a Challenge Target in every subject. Challenge Targets are designed to be aspirational but achievable. Teachers and students will discuss and agree these targets on an ongoing basis. Challenge Targets will be SMART (specific, measurable, achievable, relevant and time limited). The dialogue between teachers and students will ensure that all students have a clear understanding of what they need to do in order to meet their target. Challenge Targets will always be at least the same, but usually higher, than the current 'Working At' grade or level for each student.
- 6.7.4. Target Grades should be clearly recorded in students' exercise books, in order for the student, parent and teacher to see whether the student is on track.

## 7. Marking & Feedback

7.1. At the heart of quality education at Furze Platt Senior School is effective marking and feedback, underpinned by our belief that all students can succeed. Providing feedback to students is an essential component of good teaching and learning practice. Effective, timely feedback provides valuable learning opportunities for students and enables them to understand the next learning steps necessary to make progress. Giving close attention to students' work provides teachers with a range of information which enables them to plan and personalise learning. The principles underpinning this approach are:

- Students receive regular feedback. This can take the form of written or verbal feedback from teachers as well as peer and self-reflection.
- To help students engage with their feedback, they are set specific activities which encourage reflection and improvement after feedback has been given (DIRT – Designated Improvement and Reflection Time).
- The importance of feedback and the benefits of acting upon it are regularly reinforced with students.
- By analysing students' books teachers are informed as to the effectiveness of teaching and learning. Teachers are able to examine whether the intent and implementation of the curriculum is having an impact.

### 7.2. Effective assessment combines with quality marking and feedback to:

- Enable teachers, support staff, students and parents to build an effective picture of how the student is performing.
- Allow teachers to respond accurately to the learning needs of each student and, with the contribution of support staff, give ongoing support to enable all students to make progress.
- Support and inform the target setting process.
- Enable students the opportunity to demonstrate what they know, understand and can do in their learning.
- Promote metacognition in students, allowing them to take an active role in identifying their own learning needs and knowing how to improve their work.
- Help parents to support their child's learning.
- Support and inform school leaders to evaluate and continually improve on the quality of provision for all students.

### 7.3. Principles of Marking & Feedback

#### 7.3.1. *Impactful*

- Feedback should make a difference to how teachers teach, how learning mentors support and how students make progress.
- Future lessons will demonstrate that the teacher is aware of the gaps in a learners' knowledge and that the teacher has planned learning experiences to support students in closing them.
- Students have the opportunity to act upon the feedback given.
- Progress will be evident in future work.

#### 7.3.2. *Connected*

- All feedback will be linked to learning.
- Feedback will be linked to success criteria, lesson objectives and lesson outcomes.
- Feedback will be used to inform the planning of future lessons and the curriculum. For KS4 and 5 feedback will be linked to the relevant exam board assessment objectives that allow students to see where work is likely to earn credit in examinations and other formal assessments.

#### 7.3.3. *Helpful*

- Feedback will help students know how to improve their work and make progress by developing skills and knowledge.
- Feedback will be in a language and form that is accessible to all students.

- Will be consistent and in line with the ‘what went well,’ ‘even better if’ and ‘next steps’ whole school policy.
- 7.3.4. To ensure that feedback is impactful, connected and helpful:
- Teachers will use a range of delivery methods to give feedback to students and ensure that verbal feedback and peer feedback are regular features of students’ learning experiences.
  - There will be focused pieces of work that are marked in detail.
  - Curriculum areas will state in their subject policy what should be marked and how frequently and teachers will follow this.
  - All key stages should be in line with the whole school policy which states that at KS4 and KS5 there will be a minimum of two assessed piece of work each half term and at KS3 at least once a month, recommended twice a half term but a maximum of three times a half term.
  - In some subjects (e.g., Physical Education or Drama) written feedback may not be appropriate. In such circumstances verbal teacher, self and peer evaluation will support student progress.
  - Teachers only mark student work that will benefit from formative feedback or which provides useful summative information.
  - Teachers monitor students’ books generally to ensure classwork has been completed in a satisfactory manner and that presentation is in compliance with department policy.
  - Department policy takes account of external and internal examinations, as well as key formative and summative pieces, to manage colleagues’ workloads.
  - Marking and feedback enables departmental teams to assess the effectiveness of teaching and the curriculum.
  - Where appropriate Teachers should ensure all electronic marking and feedback can be accessible within student student work folders, which can be easily accessed via FP-Cloud or Microsoft Teams.

#### **7.4. Types of Feedback**

Marking and feedback by teachers can be broadly divided into responses to either summative or formative assessment.

##### 7.4.1. Feedback on formative assessments

- When providing this type of feedback teachers will identify positive factors and areas for improvement. This feedback is provided under the headings ‘What went well’ and ‘Even better if’.
- Additionally, teachers identify a specific reflection and improvement activity which will be detailed in the form of an instruction to the student under the heading ‘Next Steps’.
- Teachers avoid general bland praise and platitudes and ensure that comments are specific and help students progress in their learning.

##### 7.4.2. Feedback on summative assessments

- This type of feedback is designed to indicate current attainment levels, the effectiveness of the curriculum and student learning.
- Summative feedback predominantly occurs after periodic assessments.
- ‘Next Steps’ would normally be aimed at improving the quality of the students’ work.
- Some examination board requirements constrain the form and frequency with which feedback can be provided. Teachers adapt their practice to meet such requirements.

##### 7.4.3. Verbal Feedback

- Verbal feedback is an effective and efficient means of providing planned or spontaneous feedback. We encourage the use of praise to reinforce good practice as well as comments which encourage students to reflect and improve their work.

##### 7.4.4. Peer marking and feedback

- Peer marking and peer feedback are useful learning strategies and teachers carefully select which learning activities are best suited to this approach. Improvement and reflection tasks can also be set as a result of peer feedback activities. Peer marking is identified in books using the agreed format.

#### 7.4.5. Improvement and reflection activities

- Teachers maximise the effectiveness of peer or teacher feedback by setting improvement and reflection activities after work has been given feedback.
- The nature of the activities will vary according to the nature of the work. Common activities include redrafting, rewriting specific sections, tackling additional problems which will help correct misunderstandings, practicing skills which are identified as areas for development, and engaging in literacy development activities.
- Some Improvement and reflection activities are completed in class whilst others are more efficiently tackled as home learning.

#### 7.4.6. Marking, spelling, grammar and punctuation

- Teachers pay special attention to the spelling, punctuation and grammar used by students in their work.
- Teachers identify subject-specific vocabulary and commonly used words as a focus when indicating which words a student has spelt incorrectly. Only five or six words are identified in each piece of work so that the students can pay special attention to them in any 'Next Steps' instructions.
- Teachers use the agreed marking codes when marking spelling, grammar and punctuation.
- Teachers are mindful of the needs of students who have specific learning difficulties which manifest themselves in written work.

#### 7.4.7. Format for providing feedback

- In order to identify the various types of feedback recorded on students' work the following conventions are used:
  - Teacher written feedback is provided using green ink.
  - Peer Assessment is annotated with PA and written using purple ink.
  - Students' responses to 'Next Steps' instructions are written using purple ink.

#### 7.4.8. Marking codes

The following standard marking codes are used to annotate work.

√ This is correct.

√√ This is very good.

X This is not correct.

Sp Underline Spelling error and write correct spelling.

C Capital letters not correctly used.

P Punctuation is incorrect.

// A new paragraph is needed.

^ A word or letters are missed out.

EXP Rewrite this section to improve the expression.

T Tense of the verb needs changing.

? Meaning unclear.

EG? An example, supporting information or quote is needed.

### 7.5. Department Policy

- Each curriculum area will have a policy in place that reflects the principles of the whole school policy.
- The Head of Department/Faculty will be responsible for the monitoring of marking and feedback within their department.
- Individual classroom teachers will be responsible for the consistent application of the department marking and feedback policy.

## 8. Home Learning

- Home learning is an integral part of the learning at Furze Platt. It provides opportunity to reflect consolidate and prepare for future learning. Habits of hard work, self-discipline and independent study are essential as students move up the school. The Education Endowment Foundation have suggested that students who regularly do homework are more engaged with schoolwork and make stronger progress.

- Parental involvement with homework has lifelong benefits for both students and the parents. Parents have a key role to play in helping students to complete their homework, manage the organisation of their homework, manage their emotions and, over time, help students learn to be independent and resilient when completing homework. It is important that parental involvement with homework helps with creating a positive home learning environment for the student.
- Class Charts is the online platform used by all staff at FPSS for the setting and monitoring of homework. Using Class Charts will improve student independence, organisational skills, time-management and help them to keep on top of their workload. Teachers should ensure that home learning is clearly set, explained and recorded. Deadlines will be made clear and the details of the home learning recorded on the relevant teacher and class pages on Class Charts.

## **8.1. Setting home learning**

- 8.1.1. In general, home learning should be set regularly in line with the guidance that follows. Teachers should set home learning that will best assist the learning of their class. Home learning should have clear learning objectives. Examples include:
- Consolidation, reinforcement and extension of work done in class.
  - Research and questioning activities to prepare for the next lesson.
  - Reading activities to prepare for the next lesson, and to develop learners' literacy further.
  - Practice activities to prepare for tests, examinations or practical work.
  - Independent learning activities.
- 8.1.2. The frequency and duration of home learning will vary according to the subject and Key Stage for which the home learning is being set as per the guidance in Appendix 3.
- 8.1.3. Departments will establish the specific tasks that are appropriate for their subject. All teachers will follow the guidelines for frequency and duration set out by FPSS. Where appropriate teachers will differentiate the home learning.
- 8.1.4. Support is provided for home learning by individual teachers, department homework clubs, subject clinics at Key Stage 5 and at whole school level through Supervised Study, which has been created to support students for whom there are persistent concerns with the completion of home learning. Teachers should liaise with Heads of Department and Head of Progress in order to determine whether this service is appropriate for supporting a student with their home learning.
- 8.1.5. At Key Stage 5, it is expected that teachers set homework in the same way as in the lower school (i.e. through Class Charts and by assigning tasks that consolidate, prepare or embed students' learning in their courses). Teachers should set tasks of sufficient duration to match students' time in lessons as a minimum. This is outlined in the table below.
- 8.1.6. In keeping with developing more advanced academic independent skills that will be of use in higher education, apprenticeship and employment, students are expected to proactively engage in further reading, revision and independent study that consolidates and extends their own learning. Teachers are expected to maintain up-to-date wider reading lists that are published on the school website that will assist students in their independent study. The Sixth Form team will prompt departments to review these lists in preparation for Sixth Form Taster Days, but departments should liaise with the Sixth Form team if there are any amendments to be made to lists elsewhere in the academic year.

## **8.2. Monitoring of home learning**

- 8.2.1. Teachers should check and acknowledge that home learning has been completed on the day it is due. Appropriate action should be taken where home learning has not been done in line with the guidance provided by FPSS. Teachers will liaise with Heads of Department and Heads of Progress when there are concerns about a student's home learning.

- 8.2.2. Heads of Departments will regularly monitor home learning across their departments, in line with the guidance given for this. SLT monitor the home learning that is set on a termly basis via Class Charts reports. Our QA programme evaluates the effectiveness of home learning.

### **8.3. Marking of home learning**

- 8.3.1. Where written work has been set, teachers should mark this in accordance with guidelines for marking and feedback contained within this policy.

## **9. Literacy**

- 9.1.1. At Furze Platt Senior School, we believe that literacy is essential to student success.
- 9.1.2. Literacy underpins everything we do and a sophisticated skill set in terms of reading, writing and spoken communication provides students with greater opportunities for future learning and success in life. Lacking vital literacy skills holds us back at every stage of our lives, so literacy must be the bedrock of teaching and learning.
- 9.1.3. Consequently, as teachers in every subject, we must embed these fundamental skills so we can further develop the abilities of our students in accessing all aspects of life.
- 9.1.4. At FPSS, we support the literacy of all students through 'disciplinary literacy'; this is the idea that we should teach the specialized ways of reading, understanding, and thinking used in each academic discipline, such as science, history, or literature. Each field has its own ways of using text to create and communicate meaning. Increasing the literacy of students in a particular subject will help to improve their overall literacy.
- 9.1.5. All teachers have a shared responsibility for the teaching of literacy across the curriculum. It is essential that high standards of literacy, both oral literacy and writing, is modelled by staff at all times. Whilst English teaching makes an important and distinctive contribution to the literacy development of our students, we believe all teachers have a shared responsibility. Even with effective teaching in English lessons, "progress will be limited if this good practice is not consolidated in the 26 out of 30 lessons each week in a secondary school that are typically lessons other than English."<sup>1</sup> Therefore, all teachers must recognise and promote the importance of literacy in their subject as a set of transferable skills.
- 9.1.6. Students who arrive at Furze Platt Senior School undertake reading and spelling screenings to establish any existing literacy difficulties. Students identified through the screenings will be systematically supported through specialist interventions to enable them to make *rapid* progress.

### **9.2. Literacy Aims**

At Furze Platt Senior School we aim to:

- Support students in their pursuit of high standards of literacy and to support teachers in their delivery of literacy skills in class.
- Ensure students see literacy skills as important in all subject areas, and in life itself.
- Ensure that staff are in full possession of all information they need to implement the literacy policy.
- Ensure staff are given opportunities to share good practice and to work together to move literacy forwards at FPSS.
- Ensure that literacy is prioritised in every department via curriculum, pedagogy and strategies so that all understand that literacy can be improved in lessons.
- Ensure that access to and equality of provision is available to all students within the literacy strategy.
- Ensure that the library plays a key role in helping to improve literacy by encouraging a love of reading for pleasure for all.

- 9.3. In order to achieve these aims, we believe that we need to support our students to develop the following skills:

- 9.3.1. Oral Communication

- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts and ideas and transfer them to different aspect of life.
- Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.
- Be able to articulate their learning experience clearly and confidently, e.g. explain to another student or adult what they have learned and how it has helped them in the given context.
- Have an extended technical vocabulary with which to discuss and evaluate their reading and writing.
- Use their abilities in oracy to become confident communicators in speaking, listening and writing.

*“spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress.”* (Debra Myhill and Ros Fisher, *Informing Practice in English: A Review of Recent Research in Literacy and the Teaching of English* (London: Ofsted, 2005), p.4)

### 9.3.2. Reading

- Read with confidence, accuracy, fluency and understanding.
- Read with enjoyment and discrimination.
- Develop their powers of imagination, critical awareness and thinking.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, morphemic and contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes.
- Understand the conventions of different fiction and non-fiction text types and be able to use these conventions confidently as readers.
- Use appropriate reading strategies to extract particular information, e.g. highlighting, skimming, scanning and zooming.
- Be able to research independently and make notes from a variety of sources, including the Internet.
- To develop their critical awareness and thinking in order to access and apply powerful knowledge.

*“Every hour spent reading is an hour spent learning to write.”* (*Literary Non-Fiction: The Facts, The Guardian* (21 September 2012).)

### 9.3.3. Writing

- Plan, draft, revise and edit their own writing from notes to a finished form.
- Understand the conventions of different fiction and non-fiction text types and be able to use these conventions confidently.
- Be confident users of spelling, punctuation and grammar.
- Use subject specific vocabulary appropriately.
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, varied sentence structures, paragraphs and technical devices.
- Employ a range of discourse markers to give writing shape and direction; adapt their writing to suit audience and purpose.

## 10. Numeracy

At Furze Platt Senior School, we support the DfE Framework for Teaching Mathematics, with the view that numeracy is a proficiency which is developed not only in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

## 10.1. Numeracy Aims

10.1.1. Numeracy is a key skill in students' learning and all students are entitled to quality experiences in this area. The teaching of numeracy is the responsibility of all staff and the school's approaches should be as consistent as possible across the curriculum.

10.1.2. Our aim is to raise the achievement of all students by seeking to develop their numeracy skills by consistent and accurate application across the curriculum.

10.1.3. This will involve the following;

- Ensuring that students receive positive messages about numeracy when used across the curriculum.
- Securing high standards of numeracy across the school. This is will be ensured through CPD sessions focused on Numeracy.
- Numeracy form time activities as well greater use of Numeracy intervention will encourage higher standards of Numeracy by students.
- Assisting the transfer of students' knowledge, skills and understanding between subjects.
- Indicating areas for collaboration between subjects and process for facilitating such collaboration.

## 10.2. Department Numeracy Expectations

Departments should contribute to the raising of numeracy standards within their curriculum area by:

- The provision of high quality exemplar materials.
- The use of ICT.
- Displaying examples of numeracy within curriculum based contexts.
- Highlighting opportunities for the use of numeracy within their subject area.
- Encourage positive messages on Numeracy.
- Endeavouring to ensure that materials presented to students will match their capability both in subject content and in numerical demands.

## 10.3. Areas of Collaboration

10.3.1. Mental Arithmetic Techniques

- There is an acceptance that students are able to tackle the same questions with a variety of methods. These approaches rely on mixing skills, ideas and facts; this is done by students drawing on their personal preferences and the particular question.
- All departments should give encouragement to students using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt convoluted mental techniques when a written or calculator method is required.

10.3.2. Written Calculations

- When appropriate, students must be encouraged to show their working out for Maths problems.
- Students must write their working out in steps, ensuring that they carry out multi step operations via BIDMAS.

10.3.3. Role & Use of Calculators

- In deciding when students use a calculator in lessons we should ensure that:
- Students have sufficient understanding of the calculation to decide the most appropriate method: mental, written or calculator;
- Students have the technical skills required to use the basic facilities of a calculator constructively and efficiently, the order in which to use keys, how to enter numbers as money, measures, fractions, etc.;

- Students understand the four arithmetical operations and recognise which to use to solve a particular problem;
- When using a calculator, students are aware of the processes required and are able to say whether their answer is reasonable;
- Students can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations); We help students, where necessary, to use the correct order of operations – especially in multi-step calculations, such as  $(3.2 - 1.65) \times (15.6 - 5.77)$ .

#### 10.3.4. Vocabulary

The following are all important aspects of helping students with the technical vocabulary of Maths:

- Using a variety of words that have the same meaning e.g. add, plus, sum
- Encouraging students to be less dependent on simple words e.g. exposing them to the word 'multiply' as a replacement for times
- Discussion about words that have different meanings in Maths from everyday life e.g. take away, product etc
- Highlighting word sources (e.g. quad means 4, lateral means side) so that students can use them to help remember meanings. This applies to both prefixes and suffixes to words.

Students should become confident that they know what a word means so that they can follow the instructions in a given question or interpret a mathematical problem. For example, a student reading a question including the word perimeter should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and losing confidence in their ability to answer the question. The instant recall of vocabulary and meanings can be improved through flash card activities in starters. This may be key vocabulary at the start of a unit of work or recalling vocabulary from previous mathematics.

#### 10.3.5. Shape, Space and Measures

Students need to be able to use divisions of measurement with confidence, converting between them and, perhaps most importantly, having a sense of the relative size of them and visualising what a particular dimension looks like. Opportunities whereby students are using measuring equipment will be highlighted through similar methods.

#### 10.3.6. Handling Data

Many subjects use graphical representation and we want to be consistent in our messages to staff and students. All graphs drawn by students using pencil and ruler should have axis and scales appropriately labelled. Bar charts should be used to represent discrete data with spaces between them.

#### 10.3.7. Transfer of Skills

Liaison between curriculum areas is vital to students being confident with this transfer of skills and the Mathematics department willingly offers support to achieve this. Subject areas should be cognisant of the underlying maths skills and approaches that go with the applications that they use. For example:

- Art – Symmetry; use of paint mixing as a ratio context.
- Computing – representing data, iterative loops and the application of iteration, algorithms and problem solving.
- English – comparison of 2 data sets on word and sentence length. Iambic pentameter in Shakespeare
- Food Technology – recipes as a ratio context, reading scales, measures and volume.
- Geography – representing data, use of Spreadsheets, gridlines and coordinates.
- History – timelines, sequencing events.
- MFL – Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data.
- Music – addition of fractions, time.
- PE – collection of real data for processing in Maths, measures.

- Philosophy & Religion – interpretation and comparison of data gathered from secondary sources (internet). Maths is the language with which God made the universe.
- Design & Technology – measuring skills, units of area and volume.
- Science – calculating with formulae, Maths in nature, Kinematics in KS5.

## 11. Quality Assurance

11.1. Quality Assurance is an essential element of school self-evaluation. The outcome of quality assurance will contribute to enhancing the quality of teaching and learning, improving student progress and levels of attainment.

11.2. Quality Assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation. Quality Assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance and individual / internal self-evaluation.

### 11.3. Quality Assurance Processes

11.3.1. The Governing Body will regularly review and evaluate school practice through:

- Annual review of progress and attainment.
- Full Governing Body meetings.
- Termly Governor Sub-Committee meetings.
- Regular liaison with the Headteacher and Senior Leadership Team.
- Regular visits to the school

11.3.2. The Headteacher will regularly review and evaluate school practice through:

- The evaluation of relevant data at key points in the year.
- Regular strategy meetings with the Senior Leadership Team.
- A regular programme of line management meetings with members of the Senior Leadership Team.
- Appraisal/Performance Management Meetings with members of the Senior Leadership Team.
- Implementation of the Whole School Development Plan.

11.3.3. The Senior Leadership Team will regularly review and evaluate school practice through:

- Undertaking Curriculum Team reviews following the publication of external results.
- Undertaking termly QA snapshots including reviews of students' work and teachers' assessments.
- Regular line management meetings with Heads of Department and joint lesson observations.
- Evaluation of relevant data including key points.
- Supporting the RSL in exam review / data meetings.
- Regular Learning Walks each term.
- Appraisal/Performance Management Meetings with Heads of Department – including lesson observations.
- Implementation of relevant areas of the Whole School Development Plan.

11.3.4. Heads of Department will regularly review and evaluate their team's/subject's practices through:

- Undertaking reviews of students' work and teachers' assessment by sampling sets of books from each member of their team as required by the QA calendar.
- Evidence from this monitoring should be available to support both subject and school self-review and evaluation.
- Observing each member of their team teach on at least one occasion annually, while also carrying out learning walks at least once per half-term.
- Ensuring that quality support is provided to any member of staff who is a cause of concern.

- Identifying inconsistencies in practice between different groups of students within their subjects. Evaluation of relevant data including key points.
- Feeding back in RSL and line management meetings with SLT.
- Appraisal meetings with relevant team members – including possible lesson observations.

## **12. Continuous Professional Development (CPD)**

### 12.1. Aims and objectives

- 12.1.1. CPD will serve to support the school to achieve the core aims in our development plan in each given year, support the professional development of all staff and support any member of staff who has been identified as being in need of professional development support.
- 12.1.2. It is the aim of the school to offer all staff the opportunity to undertake continuing professional development, relevant to the school development plan and their own personal professional development.
- 12.1.3. The areas to which funding will be targeted will be in line with those areas which are identified by the school as being of major importance in the relevant financial year for which funding is provided.

### 12.2. Process

- 12.2.1. The criteria for accessing CPD will be in accordance with school priorities but will also take account of the needs of the individual seeking CPD.
- 12.2.2. Applications to attend courses, which have been identified at school or department level as meeting the requirements of the school development plan, or are identified as necessary for the individual concerned, will be submitted using SAM People.
- 12.2.3. Initiating a CPD request that requires cover must be undertaken at least 2 weeks in advance of the date the cover is required. It is important that any papers associated with courses are uploaded onto the system for use within other areas where relevant.

### 12.3. Evaluation

- 12.3.1. Feedback following CPD should form part of the next departmental or management group meeting and the department must make provision to review the impact of their training and development during the term/academic year during which CPD occurs. SLT line managers will review the impact of any CPD which departments have undertaken during line management meetings. In cases of longer-term planning, review should follow by a predetermined date. An evaluation form must be submitted via SAM People.
- 12.3.2. Overall evaluation and review of CPD will be led by the Deputy Headteacher (Quality of Education) and fed back to Middle Leaders, SLT and governors.

## **13. Equality & Diversity**

Furze Platt Senior School promotes inclusivity at all times, regardless of race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender.

The curriculum is designed and implemented to ensure that all students, have equal and equitable access to the curriculum. Where it is challenging for a student to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the student's needs and alternative arrangements involving extra support will be provided where necessary.

The school offers additional support for students with various learning needs. For the majority of students the class teacher provides this through high quality, adaptive teaching. However, for students with specific learning needs our Inclusion team provide specialist interventions. All efforts will be made to ensure that differences related to protected characteristics and diversity will be positively reflected in all lessons.

The school aims to provide more academically able students with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work and research.

#### **14. Monitoring & Review**

- 14.1. This policy will be reviewed annually by the Deputy Headteacher (Quality of Education) along with the Governors' Quality of Education Committee and the Senior Leadership Team.
- 14.2. Any changes made to this policy will be communicated to all members of staff.
- 14.3. All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.
- 14.4. The scheduled review date for the policy is June 2026.



## APPENDIX 2: Assessment, Reporting & Target Setting

1. [FPSS - 'Guidance to Grading'](#)
2. [FPSS Report Schedules](#)
3. [DfE - Secondary School Accountability Measures](#)
4. [Data Collection Points for planner 2024-2025.docx](#)

## APPENDIX 3: Home Learning

Home Learning tasks are set in the following frequencies and durations:

Subject	Key Stage 3	Key Stage 4	Key Stage 5
Art & Design	Work set when appropriate for project work.	1 piece per week, averaging 90 minutes.	2 hours per week.
Biology		Separate – 1 piece per fortnight of 60 minutes. Combined – 1 piece per fortnight of 30-60 minutes.	1 hour per lesson.
Business BTEC			Weekly. Extended pieces of work.
Business Retail		Fortnightly.	
Business Studies		Fortnightly.	Weekly. Extended pieces of work.
Chemistry		Separate – 1 piece per fortnight of 60 minutes. Combined – 1 piece per fortnight of 30-60 minutes.	1 hour per lesson.
Child Development		1 piece per week, 60 minutes.	
Computing	1 piece per fortnight of 30 minutes.	1 piece per week of 45-60 minutes.	1 piece per lesson of approximately 60 minutes.
Criminology			Twice per fortnight. At least 4.5 hours each.
Design Technology	Work set when appropriate for project work.		
Drama	1 piece per half term, 30 minutes.	1 piece per week, 60 minutes.	1 hour per lesson.
Economics			Weekly. Extended pieces of work.
Engineering		1 piece per week, averaging 90 minutes.	
English	30 minutes on Reading Plus per week, plus 1 other piece per week of 30 minutes.	2 pieces per week of 30-60 minutes.	2 pieces per week of 60 minutes each.
Food & Nutrition		1 piece per week, averaging 90 minutes.	
Food Technology		1 piece per week, averaging 90 minutes.	
French	1 piece per fortnight of 30 minutes.	1 piece per week of 45-60 minutes.	1 piece per lesson of approximately 60 minutes.
Further Maths			1 piece per lesson, minimum 60 minutes.
Geography	1 piece per fortnight of 30 minutes plus.	1 piece per week of 30 minutes plus.	2 or more hours per fortnight, plus a further 3-4 hours of reading / research.
German	1 piece per fortnight of 30 minutes.	1 piece per week of 45-60 minutes.	1 piece per lesson of approximately 60 minutes.
History	1 piece per week, 20-30 minutes. Occasionally longer projects that may span several weeks.	Approximately 1 piece per week of 30-60 minutes.	At least 9 hours per fortnight.
Human Biology			1 hour per lesson.

<b>Maths</b>	1 piece per week of 60 minutes, always set on Mondays.	1 piece per week of 60 minutes, always set on Mondays.	1 piece per lesson, minimum 60 minutes.
<b>Media Studies</b>		1 piece per week of 60 minutes.	2 pieces per week of 60 minutes each.
<b>Music</b>		1 piece per week, 60 minutes.	1 hour per lesson.
<b>Philosophy &amp; Religion</b>	Minimum of 2 pieces a half term of 30 minutes	Minimum of 1 per week of 60 minutes	Up to 9 hours per fortnight – split across the two class teachers. These hours split across home learning and TSS directed study materials.
<b>Physical Education</b>		Variable depending on practical or theory focus.	1 piece per lesson.
<b>Physics</b>		Separate – 1 piece per fortnight of 60 minutes. Combined – 1 piece per fortnight of 30-60 minutes.	1 hour per lesson.
<b>Politics</b>			At least 9 hours per fortnight.
<b>Product Design</b>			2 hours per week.
<b>Psychology</b>			Twice per fortnight. At least 4.5 hours each.
<b>Science</b>	1 piece per week of 30 minutes		
<b>Spanish</b>	1 piece per fortnight of 30 minutes.	1 piece per week of 45-60 minutes.	1 piece per lesson of approximately 60 minutes.
<b>Sports Studies</b>			1 piece per lesson.
<b>Textiles</b>		1 piece per week, averaging 90 minutes.	
<b>Travel &amp; Tourism</b>		1 piece per week of 30 minutes plus.	

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

<https://www.siprep.org/uploaded/ProfessionalDevelopment/Readings/5HallmarksGoodHW.pdf>

<https://www.ruth-ashbee.com/fixing-the-homework-problem>