Teaching and Learning Policy
(Including Homework)

How this policy fits in with other policies:

Curriculum policy

Assessment policy

Adab & Behaviour policy
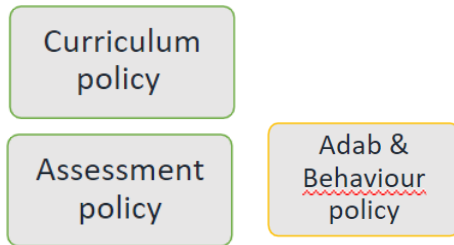
Log of updates

September 2019	Policy review
Oct 2021	Reviewed and formatted
Sept 2022	Reviewed. Changes in RED.

RATIONALE

Our vision at LNS is to be an inspiring learning centre in which individuals can blossom and flourish to achieve spiritual, academic and personal excellence in all that they do.

The mission of LNS directly reflects the school's vision statement and embraces the academic mission of the school. It seeks to create a culture of achievement at all levels of ability.

We aim to provide an Islamic holistic approach wherein the spiritual, moral and social values we follow are embedded in every aspect of school life.

We aim to develop self-motivated learners with an enquiring attitude who aim for the highest standards in all that they do. We also aim to create a stimulating and happy environment in which all learners can fulfil their potential and in which we celebrate their achievements in all areas.

Our vision and aims are reflected in our Teaching and Learning Policy.

This policy aims to make expectations clear for all teachers at LNS. It should ensure that there is consistency across the school with a common approach, in order to achieve the best outcomes for our students.

The policy has been divided into 4 clear sections:

- Planning
- Homework
- Teaching
- Marking, Assessment & Feedback

PLANNING

Although different teachers have their own styles of teaching the following criteria should be followed to ensure the best outcomes for all students in all lessons.

Rigorous planning will ensure that lessons are always of a high standard and all students always make progress.

Planning requires a lot of thought; the following questions can help to inform the planning process:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Over planning is a common mistake teachers can make, especially during an observation, so it is useful to ask the question why? Why are you doing a particular activity? Activities should always be to facilitate learning not to keep students busy.

Schemes of Work

We have a preferred template for schemes of work at LNS and this should be used in each department. (See appendix 1)
Long term plans should be part of the school's curriculum map, these are also shared with parents and students. (See Course Booklets on website)

The scheme of work should reflect the following:

- Clarify objectives: these can be informed through assessment and prior learning and should also reflect progression over time.
- Identify clearly the subject knowledge to be taught.
- Include suggested learning activities: these are suggestions and can be adapted by teachers for their own styles or for different groups of learners which have their own unique needs and preferences.
- Differentiated work: this will ensure all students are challenged regardless of their ability.
- Literacy and numeracy links.
- Links to Islamic themes.
- How assessment will take place and the different strategies that can be used.
- Include SMSC considerations and opportunities.

- Identify opportunities for homework setting.

Daily planning

For day to day planning teachers can use a variety of methods that may best suit them. Teachers should have the flexibility and freedom to choose a method that best suits them without unduly pressurising teacher to stick to a rigid format or produce unnecessary paperwork. This should enable teachers to be creative and to not feel restricted.

Alongside the flexible approach to teachers planning, there is still regular monitoring of teaching. This ensures that teaching standards are high and ultimately best possible student outcomes. Teachers are expected to use the agreed lesson plan (see Appendix 2) for formal observations.

HOMEWORK

Homework does not just reinforce classroom learning but it also equips students with skills needed for lifelong learning. Homework should not be set for the sake of giving homework but tasks should be meaningful and enjoyable whilst enhancing the learning journey. Homework should be accessible to all learners.

Homework is expected to increase significantly as students move from KS3 to KS4.

Homework is particularly effective if:

- Tasks are structured, and their purpose is clearly explained to students.
- Homework is regular so that everyone knows what to expect each week.
- Homework is recorded in the student's planner.
- Feedback is clear and constructive.

Homework should be set as per the student's homework timetable (see appendix 3). In KS4 there is more flexibility in the homework set depending on needs of the class, however at least 1 homework per week per subject should be set.
Homework timetables are shared with students and parents at the start of the academic year. This has been to aid parents in supporting their child with homework.

Homework is rewarded with merit points which contribute to certificates awarded at end of term assemblies. Good comments via the student planner can also be used to inform parents of their child's work and effort. Particularly good work can be displayed in classrooms and shared in the end of year school publication.

Failure to do homework can be sanctioned by issuing a lunchtime detention. 4 or more in a half term will trigger the student to be put into compulsory after school homework club (see Adab policy).

TEACHING

Effective teaching will ensure good outcomes for all students regardless of their level. In an effective lesson all students should be suitably challenged and at least good progress should be made. Learning outcomes should be met by the end of the lesson and students should be able to demonstrate their understanding of this.

Components of an effective lesson

- Information from **assessments and marking** should be used to set appropriate tasks.
- Be explicit about **learning outcomes** making them clear to all students.
- Work should be pitched at a level that is appropriate to the individual. It should be **challenging** because if individual students work hard and try their very best, they will be more successful.
- Teachers should **go with the flow** of learning in the lesson rather than sticking strictly to a lesson plan.
- All individuals should find the tasks challenging at their own level. Tasks should be **differentiated** for learners particularly as we do not have any groups for ability.
- Teaching should include opportunities to develop **literacy and numeracy** skills. All teachers are teachers of literacy and numeracy and these are embedded across all subject areas. (see literacy and numeracy strategy)
- Tasks should **engage and enthuse** students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- The **pace** of learning should be optimised throughout the lesson in order to support students and also prevent any 'dead time'.
- **Questions** should be designed to determine students' understanding so that the teacher is aware of how secure students are in their knowledge and understanding. They should also be used to stretch the students and give them opportunities to develop deeper thinking.
- Opportunities should be provided for developing **independent and collaborative learning**
- **Marking** should be frequent and regular, providing students with very clear guidance on how work can be improved. Students should also be part of the process.
- **Homework** should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.

Views of students are also sought through student feedback surveys at the end of the academic year. Students views help to inform effectiveness of lessons and considered in each departments subject reviews.

Monitoring

Every academic year the following monitoring will take place
- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a particular focus, tours of the school or student focus.
- Mini observation – one or two per year
- Full formal observation – one per year
- Book scrutiny – up to four per year across different key stages
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support, part of a training program or where a teacher is newly qualified.

Monitoring teaching is also part of a broader scrutiny reflected in student outcomes.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Peer observations – observing good practice
- Coaching – each teacher being paired with a coach who will be the same through their observations
- Continued professional development (CPD) sessions
- External courses when necessary

MARKING, ASSESSENT & FEEDBACK

It is important to provide constructive feedback to students, focusing on success and improvement needs. This enables students to become reflective learners, aiding them in their quest to make progress over time. Marking is also vital as part of the planning process for teachers.

Marking and feedback should:

- Be manageable for teachers and accessible to students
- Give recognition, praise and rewards for achievement, effort and presentation
- Offer clear strategies for improvement
- Be regular and returned to students promptly in order for the feedback to be relevant
- Allow specific time for students to read, reflect and respond to marking.
- Inform future planning
- Use consistent codes across the school

School marking codes should be consistently applied across all subject areas at both key stages. (see appendix 4 for marking codes)

Teachers can be flexible in the use of stamps or stickers on students work as part of their own department policy.

How we Mark and Assess work

Marking should be done by the teacher in a colour that stands out clearly from the students work. Students responses to marking should be done in green pen.

Formative marking helps students to improve. Comments as a way of marking enables students to engage in the assessment process and enter dialogue. Teachers should give students lesson time to respond to comments.

Summative assessment with grades or levels can be informative and useful. The levels are used in the end of term assessments and informs teachers, parents and students how much progress has been made.

Summative assessments can be done by the teacher or even by the students as part of the lesson.

Teachers can use self-assessment as part of the lesson, peer assessment or even verbal feedback. All forms of assessment can be effective tools in the learning journey if employed in the right way.

The frequency of marking is at the discretion of the teacher, the teacher should use their professional judgement depending on the number of lessons in a week and the nature of the work. However, the following guidance must be adhered to

- Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.
- Summative assessment across all year groups must take place at the end of every term for student progress reports.

What colour pen should teachers use for marking?

Students' work needs to be marked in a colour that can be clearly seen. At Lady Nafisa School all teachers should mark in a colour which contrasts with that used by the student. Green pens are recommended.

How will marking, feedback and checking be monitored and evaluated?

1. The Deputy Head or Head will monitor assessment by looking at students books and folders, schemes of work and teacher records and talking with teachers and students.
   Books will be monitored throughout the academic year with up to 5 book looks per teacher. Books may also be looked at during learning walks and lesson observations.

2. Departmental teams will share good practice and improve the quality and consistency of assessment by standardisation activities, moderation and book conferencing.

Other aspects of Assessment, Recording and Reporting at Lady Nafisa School
Student Tracking

At LNS there is regular, termly tracking of students. The data is submitted and is shared between teachers and students, parents and colleagues (see example of information to parents Appendix A).

The termly tracking covers attainment and progress, effort, behaviour, homework completion, being equipped for lessons and punctuality. Effort is on a scale of 1 to 5 as follows

5   -   Outstanding

4   -   Very Good - the expected high standard

3   -   Fair - room for improvement

2   -   Poor

1   -   Very poor

Data in relation to behaviour, homework completion, being equipped for lessons and punctuality is taken directly from the lesson by the use of tracking sheets.

How is the tracking data used?

Amongst other things:

- Tracking data is tabulated on a Student Progress Information report which is sent home in the post to parents three times a year. Each successive report includes the data from the previous tracking point to allow helpful comparisons
- Tracking data is used by subject teachers, tutors, Deputy Headteacher and Headteacher in daily interactions with students, parents and colleagues
- Tracking data is used to target individuals for letters home, interviews, monitoring etc

Assessing performance at KS3

At KS3 the data is also used by all teachers to help them plan lessons and cater for individual needs. Each student is given a target grade/level and data inputted termly.

Report writing

Tutors and subject teachers add a written comment to the final report for each of years 7 to 11. Report writing at LNS is efficient and succinct, taking into account the needs of teachers to fit report writing into their workload and in the context of their other duties, importantly amongst these planning high quality lessons and preparing high quality teaching resources. Reports are focused and informative for students and parents.

Subject: Prepared by:

Topic:	YEAR:	Suggested no. of lessons/teaching time:
About this unit (what will students learn?):		
Word bank:	**Speaking & Listening opportunities:**	**Extra curricula links incl. trips/cross curricula links:**
Additional resources (websites/videos/books etc):	**Things to consider (possible misunderstandings etc):**	

Learning Objectives	Possible Activities	Assessment	Stretch / Support	Possible Homework Tasks

Lady Nafisa School Lesson Plan

Subject	Teacher	Class	Date

Information on Class	No of students	SEN	G and T

Lesson Topic & Context / Big question:	Islamic link:

Learning Objectives:	Key words:

Starter:

Teaching activity:	Student activity:	Differentiation:

Plenary:

AfL opportunities:

Resources:	Literacy / Numeracy links: (inc. speaking and listening opportunities)	Homework:

Evaluation:

YR 7- YR 8 HOMEWORK TIMETABLE 2022-2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	RE/GEOG Islamic Studies	French	Arabic Islamic Studies Maths	History Islamic Studies	ART (fortnightly) English
Year 8	French Islamic Studies	Science History	Art (fortnightly) Arabic Islamic Studies Maths	English Islamic Studies	RE/GEOG

**Please note these are the days the homework is due

YR 9- YR 11 HOMEWORK TIMETABLE 2022-2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 9	SCIENCE	Islamic Studies	Maths (as required) Islamic Studies RE	Arabic History Islamic Studies	Art (fortnightly) English Maths
Year 10	SCIENCE French ART (as required)	English Maths	SCIENCE Arabic	History RE	English Islamic Studies
Year 11	SCIENCE English Arabic Islamic Studies	Maths History	ART (as required) RE	SCIENCE English	Arabic

**Please note these are the days the homework is due

Marking codes

Code	Meaning
P	Punctuation wrong or missing
Circled comma c.s	Comma splice. A comma splice is an incorrect comma that separates a main clause from another main clause.
G	Grammatical error
Tense	Incorrect use of verb tense
Sp	Spelling error
C **Any letter**	Missing capital letter (double underlined with a C on top)
^	Missing word
W.O	Word order incorrect
www. Ebi	what went well:..... even better if...

All corrections must be in green pen