



TEACHING AND LEARNING POLICY (Including Homework Policy and Assessment, Recording & Reporting Policy)

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Contents

SECTION 1: TEACHING AND LEARNING POLICY	4
Our Philosophy	4
Our Provision	4
Teaching and Learning Expectations	5
Students should be taught how to learn and how to reflect on their own learning	5
Learning Objectives must be challenging, shared and reviewed	5
Clear, structured lessons promote deep/long-term learning	5
Activities should be varied, purposeful and appropriate to meet the needs of all students	6
Achievement must be recognised and rewarded	6
Underachievement must be challenged	7
Teachers must ensure a purposeful learning environment is maintained	7
Supporting Students with SEND in the Classroom	8
Stretching More Able Students in the Classroom	8
Alternative Provision	8
Monitoring the Quality of Teaching and Learning	9
Learning Walks	9
Lesson Observations	9
Departmental Evaluations	9
Departmental Self Evaluation (SEF)	9
Teaching and Learning Development Group	10
SECTION 2: HOMEWORK POLICY	11
Our Vision	11
Our Approach	11
Working in Partnership with Parents/Carers	11
Working in Partnership with Students	11
Homework Objectives	11
Responsibilities	12
Homework Policy - Year 9	13
Homework Policy - Years 10 And 11	13
Homework Policy - Years 12 and 13	14
SECTION 3: ASSESSMENT, RECORDING AND REPORTING POLICY	15
Assessment	15
Rationale	15
Purposes	15
Broad Guidelines	15
Assessment Practice	15
Conclusion	16
Recording	16
Rationale	16
Purposes	16

Broad Guidelines	17
Conclusion	17
Reporting	17
Rationale	17
Purposes.....	17
Broad Guidelines	17
Conclusion	18
APPENDIX 1: ROLE OF THE CLASS TEACHER & FORM TUTOR	19
THE ROLE OF THE CLASS TEACHER	19
THE ROLE OF THE FORM TUTOR	20
PERSON SPECIFICATION	20
APPENDIX 2: TEACHING AND LEARNING FRAMEWORK	22
APPENDIX 3: LEARNING WALK RECORD FORM	23
APPENDIX 4: LESSON OVERVIEW FORM	24
APPENDIX 5: DEVELOPMENTAL LESSON OBSERVATION FORM.....	25
APPENDIX 6: APPRAISAL LESSON OBSERVATION FORM	27
APPENDIX 7: DEPARTMENT SELF EVALUATION SCHEDULE	29
APPENDIX 8: HOMEWORK LETTER - YEAR 9 STUDENTS	31
APPENDIX 9: HOMEWORK LETTER - YEAR 10 STUDENTS	33
APPENDIX 10: HOMEWORK LETTER - YEAR 11 STUDENTS	33
APPENDIX 11: WHOLE-SCHOOL ASSESSMENT POLICY	37
APPENDIX 12: SCHOOL ASSESSMENT CALENDAR 2022-2023.....	38

SECTION 1: TEACHING AND LEARNING POLICY

Our Philosophy

As an “outstanding” school and a Teaching School Hub, Prince Henry’s prides itself on the quality of the teaching and learning that is happening in every classroom. All teachers are encouraged to continually reflect upon and evaluate their own practice so that all students, regardless of ability, make excellent progress.

At our school, there is no “set formula” for a great lesson, and teachers are encouraged to use a variety of approaches reflecting the needs of our students. However, teachers will have a good working knowledge of the school’s lesson observation form and engage with Teaching and Learning CPD provided throughout the year.

At Prince Henry’s we place great importance on the quality of the teaching and the associated learning of our students. A culture of high expectations permeates; teachers are expected to be experts in their subject areas, and encouraged to develop professionally at every stage of their teaching career. Much value is given to sharing excellent practice and the mutual benefits of collaboration. The quality of teaching is monitored closely by the Senior Leadership Team (SLT) and Middle Leaders, however the maintenance of excellent standards is the shared responsibility of all teachers. We strive to support teachers to deliver the highest standards of teaching for all groups of students, so that attitudes to learning remain extremely positive; lessons cultivate a thirst for knowledge, and that students are prepared thoroughly for their future.

The broad expectations in relation to teaching staff at Prince Henry’s is described in The Role of the Classroom Teacher and Form Tutor (**Appendix 1**).

Our Provision

The following strategies are used to support/monitor the quality of teaching at Prince Henry’s:

- Supporting and Monitoring the Quality of Teaching Framework
- Appraisal
- Lesson observations (SLT/Head of Department (HOD)/Paired Observations)
- Learning Walks
- Whole-School Self Evaluation (SEF)
- Department Self Evaluation (SEF)
- Departmental Evaluation
- Exam Analysis meetings (with Head, Deputy Head (Exams & Assessment) and SLT link)
- Marking Monitoring (SLT/HOD)
- Student Conduct Policy
- Student voice

Teachers have the opportunity to learn from and/or participate in:

- Teaching and Learning Development Group, Teaching and Learning Champions and associated CPD
- Heads of Year/Heads of Department meetings
- Whole school Continuous Professional Development (CPD) - linked to whole school SEF
- Individual CPD - linked to Appraisal
- Early Career Teacher (ECT) Induction
- SCITT Induction Training
- Support from SLT Link
- National Professional Qualifications
- SEND Staff Committee
- Development through the More Able Lead through NACE
- The Literacy/Numeracy Strategies
- TED Days CPD
- Exam marking

Teaching and Learning Expectations

- Students will be taught how to learn and how to reflect on their own learning
- Learning objectives must be challenging, shared and reviewed
- Clear structured lessons promote learning
- Teachers must create and maintain a purposeful learning environment
- Achievement must be recognised and rewarded
- Underachievement must be challenged

Learning and teaching are interactive. It is important that we teach students how to become independent learners and develop skills for life-long learning.

Students should be taught how to learn and how to reflect on their own learning

It must be made explicit to students what they need to do to be successful in their learning. This could include:

- Use of “Growthmindsets” approach
- Discussion with students about their progress so they can see the trajectory of their learning
- Explanation (by teacher, between students, by students to whole group)
- Scaffolding (writing frames, sentence starters)
- Modelling (sharing students’ work, working through examples, sharing planning and demonstrations)
- Developing effective study skills (eg revision techniques, recording notes, summarising)
- Formative feedback and target setting on how to improve

Learning Objectives must be challenging, shared and reviewed

If students are to take responsibility for their own learning, they need to know what they are expected to learn and HOW they can achieve it. Providing challenging objectives allows students to engage with the process of learning and teachers to encourage them to achieve their potential.

1. Teachers must make their challenging learning objectives explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:
 - Written or projected onto the board
 - Orally
 - Written by students in their books
 - Printed on handouts
2. These objectives must be revisited throughout and at the end of the lesson. This can be done in a variety of ways:
 - Students review their learning against the lesson objectives
 - Teachers use differentiated questions
 - Students record key points (individually or in pairs)
 - Teacher recaps

Clear, structured lessons promote deep/long-term learning

1. Lessons must have a clear start. All students should be asked to put their planners on the desk to record House Points and Homework. Starter activities could include brainstorms, demonstrations as well as review/recap of previous learning. The setting of homework could take place in the first part of the lesson with students recording it in their planner to be revisited at the end of the lesson.
2. Lessons need not follow a particular structure or sequence however they should be thoughtfully structured so that all students make progress. Teachers should outline the content to be covered,

signalling transitions between different parts of the lesson. Teachers might incorporate opportunities for students to review objectives and main ideas.

3. Teachers should communicate clearly and directly with their students, without going beyond students' levels of comprehension.
4. Teachers should use approaches that help students to integrate new knowledge into their long-term memory and make enduring connections that foster understanding. For example, lessons might incorporate interleaving, retrieval practice, elaboration and dual coding.
5. Lessons must have a clear finish which is likely to include a review of learning objectives

Activities should be varied, purposeful and appropriate to meet the needs of all students

It is important to provide variety in lessons and in a series of lessons. The impact of a multi-activity lesson is particularly acute when the activities themselves are very different.

- A range of teacher-led and student-centred activities should be used, taking into account the learning needs of all students.
- Teacher talk should be focused on academic content; asking questions and giving feedback rather than extended lecturing.
- Teachers should not sit working on laptops during lessons; working on email and other administrative tasks must be avoided.
- Students must have the opportunity to work in a variety of ways such as individually, in pairs, small groups, whole-class situations.
- Group activities and paired work can contribute to learning, but to work effectively students will require support and tasks must be clearly structured. Students need to be able to share and participate in group work so would benefit from explicit guidance on how to work collaboratively, to avoid 'free rider' effects
- Adapting teaching in a responsive way is a powerful tool for student learning in the classroom. These may take many forms and can include:
 - By differentiating outcomes
 - By differentiating tasks
 - By challenging questioning to specific individuals
 - By developing and adapting resources to both support and extend students taking into account all student needs
 - By the use of student groupings
- Teachers should not artificially create distinct tasks for different groups of students or to set lower expectations for particular students. There is no evidence that students have distinct and identifiable learning styles. Trying to design tasks with this misconception in mind will only increase teachers' workload and is very unlikely to improve learning.
- Teachers should be mindful of students' literacy and encourage the development of their reading skills in order for all students to access the full curriculum offer. Teachers should develop students' vocabulary, oracy, and their skills in active reading.

Achievement must be recognised and rewarded

Student achievement must be celebrated. This can be done in a number of ways:

- Using the school reward system (awarding House points)
- Using a department's reward system
- Letters of commendation to parents/carers
- Displaying students' work (on display boards, on plasma screens)
- Sending students to the Head of Department, HOY or SLT to show good work

Underachievement must be challenged

Identifying and challenging underachievement is the responsibility of all teachers. Formative and summative assessments should be used to inform teachers about student performance. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

Identification

- Departments and teachers must familiarise themselves with relevant data as it becomes available (for example, target grades) and use this to inform expectations and monitor progress
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence
- Teachers must be aware of other factors, such as SEND needs as well as any social and emotional influences that may affect learning
- Regular department discussions must focus on promoting achievement and result in actions that challenge underachievement (including conversations focused on groups of students, eg PP/SEND/More Able)

Challenge

Subject teachers must:

- Use formative assessment to give students advice on how to improve and ensure that students act on that advice
- Talk to students about their learning in order to establish reasons for any underachievement. Progress must be recognised using the rewards system
- Use appropriate sanctions when work or behaviour fails to meet an acceptable standard. If students fail to respond to sanctions then the Head of Department and Head of Year must be informed
- Give regular short-term achievable meaningful targets and learning goals

Heads of Department must:

- Ensure Schemes of Work and assessment tasks are planned sequentially (and with a view to smooth progression), appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate
- Regularly lead the department in levelling/assessing work against age-related expectations
- Monitor and track the progress of individuals and groups of students against relevant data
- Use appropriate actions to support students and staff in challenging underachievement

Teachers must ensure a purposeful learning environment is maintained

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn and progress in a structured and stimulating environment. Punctuality and regular attendance are essential.

- An electronic register must be taken for every lesson. In the event of computer problems, a paper register must be sent to the front office as soon as possible
- If a student is absent from a lesson having attended the previous lesson, an e-mail must be sent to Student Absence as soon as possible
- Students must enter and leave the classroom in an orderly way at the instruction of the teacher
- Teachers must dismiss students in time for their next lesson
- The seating of students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers should have a seating plan for every class where PP and SEND students are highlighted.
- Lessons must last the full duration and students must NOT be dismissed early

- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the Chief Operating Officer and the Caretakers immediately and appropriate sanctions used
- Teachers should take care to ensure classrooms are stimulating and support students' learning by providing visual reminders of expectations - for example displaying behaviour and attitudinal standards, the literacy bookmark, information about presentation of work, rewards and sanctions, equipment and key words.

Supporting Students with SEND in the Classroom

All teachers are teachers of Special Educational Needs. Teaching students with SEND is a whole-school responsibility and the wide range of abilities and aptitudes of the students is considered within the continuous cycle of planning, teaching, assessment and evaluation in every department. The majority of students will progress and learn with these arrangements but there may be a need to further support the learning of those with SEND using Learning Support Assistants in the classroom.

Withdrawal of students is kept to a minimum. However, the Department will provide additional support for students with very weak literacy skills. Following diagnostic testing a small number of students in Year 9 are withdrawn from their Modern Foreign Language to work on a Literacy programme aimed at developing their decoding, comprehension, writing and spelling strategies. A multi-sensory approach to learning is used. This level of support develops essential basic skills and teaches the student strategies to help them meet increasing curriculum demands. Testing takes place again during the Summer Term. Many of them make significant progress, which helps raise self-esteem and improves their access to the curriculum.

Students with low reading ages who do not meet the threshold for these lessons may be withdrawn from Registration for one session each week to work on the interactive IDL reading programme. This may be across one, two or three terms, depending on need, and progress is assessed at regular intervals.

Literacy Plus is a two-year course delivered to students who move to Year 10 with a low English assessment, or other standardised score. There is a strong emphasis on students' literacy needs across their GCSE subjects, in addition to supporting their specific difficulties. These lessons are an alternative to studying a Modern Foreign Language.

Full information relating to the school's approach to Learning Support is contained within the Policy for Students with Special Educational Needs and Disability and School Information Report.

Stretching More Able Students in the Classroom

Heads of Department, supported by the Assistant Headteacher and More Able Lead, identify this group of students at the start of the academic year in order to monitor their progress, evaluate strategies inside the classroom and offer activities beyond the classroom to stretch, challenge and inspire.

Every Department is encouraged to provide Challenge Boards in their classrooms to ensure that those students who may need to be challenged that bit more have stimulating activities to accelerate their progress and enjoyment of the subject.

Each year a particular focus will be set by the Deputy Head (Curriculum) and Assistant Headteacher and More Able Lead who meet on a fortnightly basis to share ideas and best practice across the curriculum.

Please read the More Able Students Policy (February 2024).

Alternative Provision

The Lodge is currently the home of our Alternative Provision for the small number of students who find themselves unable to access the main school curriculum for a wide variety of social and emotional reasons. These students are not only Pupil Premium students or SEND with EHCPs, but some are also in danger of exclusion and as such have very diverse needs. To meet these ever-changing needs we have further developed our bespoke curriculum to combine academic and vocational subjects, designed to raise the students' aspirations and make the most of the vast expertise across our teaching and support staff.

In addition, The Bridge programme has been developed to reach out to those students who have become Persistent Absentees for a range of complex social, emotional and mental health reasons.

Monitoring the Quality of Teaching and Learning

An annual framework that outlines the methods and timing of all monitoring (**Appendix 2**) is published in September. This framework makes reference to:-

- Learning walks (by SLT) including SEND learning walks
- SLT observations, including joint observations with Heads of Department (HODs)
- Head of Department observations
- Exam analysis meetings (with Headteacher and SLT link)
- Departmental Evaluations
- Mid-term and curriculum reviews with SLT
- Departmental SEFs
- Department presentations to Governors
- Teaching and Learning Development Group
- Student Voice

Learning Walks

These involve members of the SLT or SENDCO “dropping” in to lessons for, usually, short periods of time in order to get a “flavour” of the quality of Teaching and Learning. The member of staff carrying out the learning walk will complete the Learning Walk record form (**Appendix 3**) and will give a copy to the Deputy Headteacher i/c Teaching and Learning. Feedback will be discussed at SLT meetings and any issues identified will be followed up as necessary.

Lesson Observations

Observations are used to formally record and moderate judgements about the quality of Teaching and Learning. They are carried out by members of the SLT and HODs, often together.

The teacher observed is required to complete the school’s lesson overview form (**Appendix 4**) and give this to the observer with a lesson seating plan.

Observers will use the school’s Developmental Lesson Observation form (**Appendix 5**) to document all formal observations and written/oral feedback should be provided to the teacher as soon as is practically possible after the observation. A copy of the observation form will be given to the Deputy Headteacher.

All HODs are expected to formally observe every teacher in their department at least once for 20 minutes during the academic year, in addition to their one-hour Appraisal observations (**Appendix 6**).

Departmental Evaluations

Every department will undergo a departmental evaluation with their line SLT member biennially (for rolling two-year schedule, (**Appendix 7**)). Not all members of the department will necessarily be observed and the SLT link will produce a written report. The report will be shared with the Link Governor for the department as well as the Deputy Headteacher.

Departmental Self Evaluation (SEF)

At the start of the Summer Term, all HODs are expected to submit their SEF to the Deputy Headteacher with responsibility for Teaching and Learning. The information from department SEFs is used to set targets in the whole school SEF. The Deputy Headteacher with responsibility for Teaching and Learning will moderate the judgements made in the department SEFs and provide HODs with specific feedback where necessary.

Teaching and Learning Development Group

A working party of highly capable and enthusiastic teachers, called the Teaching and Learning Development Group, is led by the Deputy Headteacher with responsibility for Teaching and Learning, supported by two Teaching and Learning Champions, and any queries regarding the Teaching and Learning CPD programme will be addressed by them. The Group meets five times a year and engages in practitioner-led research and staff training; striving to improve the quality of Teaching and Learning in every department.

SECTION 2: HOMEWORK POLICY

Our Vision

To offer valuable learning opportunities outside of lessons so that all our students become highly effective, interested, and independent learners.

Our Approach

The platform used for setting and accessing homework for all students is ShowMyHomework (SMH). Students and their parents/carers are all issued with logins in order to access the system.

At Prince Henry's High School, our teachers have a deep understanding of the complex nature by which children learn. We apply this knowledge carefully when setting homework tasks and by encouraging our students to become independent learners. At our school, we believe that quality teaching matters and homework is regarded as an important piece of the teaching and learning picture. Consequently, homework is highly valued as it provides an opportunity for students to practise, develop and extend their learning, independently of their teacher, so that they can develop an appetite for learning that exists long after their time at school. For us, homework is never punitive but rather an opportunity to think deeply, prepare and consolidate understanding. The effort students put into homework is highly valued and recognised by their teachers but we hope that our students develop intrinsic motivation to learn, coming to regard homework as an important part of their educational development.

Working in Partnership with Parents/Carers

The lives of our students can be extremely busy with competing legitimate claims on their time. With this in mind we work in partnership with our parents/carers so that they are sufficiently informed and on board about homework; understanding for example that the quality of the learning is more important than the amount of time spent on homework. We will work with our parents/carers to ensure that they fully understand their role in encouraging positive attitudes and removing any barriers to independent learning at home. We support parents/carers by providing opportunities for some students to work 'After Hours' in our LRC; providing access to ShowMyHomework; and ensuring that our website provides them with quality information about our expectations.

Working in Partnership with Students

We understand that a progress or attainment gap can emerge between those students who regularly complete homework and those who do not. Therefore, we aim to teach the students how to manage their time and be increasingly independent of their teachers. This is done during the tutor programme, in assemblies, as well as in every lesson. We help students understand the purpose of independent learning and homework, hoping that they see its value in their educational progress. We support students by ensuring they are clear about how homework is assessed and that they have sufficient time to get the most from every task. By setting interesting, appropriate work and making the purpose clear to students, we want them to value the tasks and develop positive attitudes to learning.

Homework Objectives

Every Head of Department will have a clear set of expectations relating to homework in their curriculum area. However, broadly speaking the purpose of homework at Prince Henry's High School is:

- To improve learning
- To provide an opportunity to practise skills acquired in the classroom
- To consolidate and extend work covered in class or prepare for new learning activities
- To enable class work to concentrate on those activities requiring the teacher's presence
- To stretch, challenge and explore subjects so students gain a deep understanding (see More Able Students Policy)
- To instil in students, the value and joy of learning (extending and exciting learners by opening up areas of study and facilitating the use of inspiring materials and sources available outside the classroom!)
- To encourage students to develop the practice of independent study
- To encourage students to have self-awareness, self-confidence and initiative

- To encourage our parents/carers to understand the learning that is happening both at school and at home

Responsibilities

The Role of the Student

Homework appears to be more effective for older students than younger students and as such our students have an important responsibility to engage fully with their learning outside lessons. Specifically, we expect students to:

- Listen to homework instructions in lessons and record specific details about the requirements of the task (including the deadline) in their planner
- Regularly log in to ShowMyHomework
- Follow teacher guidelines about how to approach the work (eg not spending less time than is required to complete the work to a good standard)
- Ensure all homework is completed and handed in to meet the deadline
- Attempt all work to the very best of their ability
- Inform the class teacher of any genuine difficulties

The Role of Parents/Carers

Evidence indicates that parent/carer involvement continues to have a significant effect on achievement into adolescence and even adulthood. We encourage our parents/carers to:

- Provide a quiet place to work, away from distractions
- Talk to students about their homework and generally take an interest in their learning
- Ensure that time spent on homework is regular and balanced
- Remind students about deadlines (this can be done by logging into ShowMyHomework)
- Sign the school planner each week
- Provide the school with information about any problems through the school planner or by contacting the school directly

The Role of the Subject Teacher

Homework should provide opportunities for maximum student success and minimum student frustration, with an emphasis on progress. It is important that subject teachers set authentic and relevant tasks, differentiated and well matched to learners' needs. Furthermore, our teachers must be mindful that maximum learning is much more about the quality of the task rather than the amount of time spent on it.

Our teachers will:

- Set quality homework that directly contributes to student progress (as defined by the Head of Department)
- Ensure that homework is set on ShowMyHomework for all classes
- Set homework according to the whole-school timetable (for Years 9-11)
- Give full and comprehensive instructions
- Set reasonable deadlines for the completion of work and to ensure that they are met
- Make clear to the students how the homework will be assessed (eg by the teacher/peer-assessment/self-assessment)
- Provide help and support for students
- Inform the Head of Department and follow the department procedures to deal with non-completion of homework (and recording on SIMS)

The Role of the Form Tutor

The Form Tutor has an important role in supporting students to organise their time and communicating with parents/carers via the school planner. We expect Form Tutors to:

- Monitor and sign student planners every week (Yr9-11), checking that homework is recorded in detail
- Note and respond to any comments written in diaries by parents/carers
- Check students know how to access ShowMyHomework
- Encourage selected students to attend 'After Hours' or other department 'Work Habits' sessions

- Support students by offering advice and guidance about time management
- Inform subject teachers and/or Heads of Department of student or parental/carers concerns regarding homework

The Role of Heads of Department

Heads of Department are a key ingredient in successful homework, providing the vision for their department; clear guidance for subject teachers, students and parents/carers. Every department will have a clear approach to homework that is directly linked to improving student learning in that subject area. Our Heads of Department will:

- Lead the development of homework within their curriculum area (including monitoring and evaluating impact on student learning)
- Ensure their curriculum page of the school website contains information for parents/carers about homework expectations in that subject area
- Provide teachers with clear guidance about the amount, frequency and type of homework that might be set in that subject area
- Support teachers in dealing with issues of non-completion (eg by offering department 'Work Habits' sessions)

The Role of the Assistant Headteacher responsible for Homework

- To monitor, evaluate and review the school homework policy
- To report to Governors about the school's approach to homework and independent learning (pre- and post-16)
- To support and challenge Heads of Department, holding them to account for their homework provision
- To communicate with parents/carers about homework (via the school website and letters to parents/carers at the start of each academic year)

Whole-School Expectations (How much and by whom?):

Children differ in readiness and developmental level: some students need more direct instruction, practice, concrete experience or simpler reading material. Others students may benefit from tasks that are more challenging or provide the opportunity to explore topics in greater depth. Our teachers are the best judges of what constitutes good homework.

We write to parents/carers of students in Years 9-11 (**Appendices 8, 9 and 10**) at the start of each school year with specific guidance about the quantity of homework the students might reasonably expect as well as recommendations about the amount of time they might spend completing it. This information is also published on our school website www.princehenrys.worcs.sch.uk

Homework Policy - Year 9

Subject staff will nominate a homework night in the first lesson of the school year and thereafter, will always set homework on the same night throughout the year. Except in exceptional circumstances (dictated by timetabling constraints), homework tasks will not be expected to be handed in the following day, thereby allowing at least 48 hours for work to be completed.

Homework tasks will be substantial and worthwhile and will be set regularly. Marking will be professional and rigorous. All subject staff must make a written or electronic record of all homework tasks set, so that in the event of queries from parents/carers, the school can respond swiftly to demonstrate that homework tasks have been set.

Homework Policy - Years 10 And 11

The same policy with regard to regular setting, recording and marking applies in Years 10 and 11. However, there is an official homework timetable that must be adhered to by all subject teachers. This is published separately in September with details about how much homework should be set. Revision homeworks will be properly structured, with clear instructions about what and how to revise.

Homework Policy - Years 12 and 13

Generally, students in our Sixth Form will receive homework after every lesson. This will vary in amount as directed by their teacher. They are expected to complete this work in Supervised Private Study as well as at home. In addition to this, students will receive a Private Study Programme for each subject which contains activities to provide additional opportunities to develop a deeper understanding of elements of their course. It will be appropriate at times throughout post-16 courses, to expect students to continue their study during school holiday periods.

SECTION 3: ASSESSMENT, RECORDING AND REPORTING POLICY

Assessment

Rationale

Assessment is a means of monitoring effectively the progress of each student. It may take many different forms but its aim is to provide a complete picture of how the student is progressing. It will give each student and the staff concerned with them guidance as to future development.

Purposes

- Assessment procedures will enable reporting to parents/carers, other educational institutions and future employers in such ways as give credit to the specific knowledge the student has and to the student's particular skills and abilities.
- Assessment will enable students and teachers to diagnose problems and employ appropriate remedial action.
- Assessment will enable an evaluation of the process of learning. It can thus be used to evaluate the effectiveness of schemes of work and the teaching of those schemes.

Broad Guidelines

- All Assessment procedures need to be mindful of National Curriculum KS3 and 4 requirements for teaching and reporting. Testing is built into schemes of work so that it is both regular and informative, giving an up-to-date profile of the student at a given point of time.
- Assessment is more than just testing. It must involve the student and include the opportunity for students to help evaluate their own work and make a commitment to future improvement.
- Assessment must be seen to be fair, honest and positive by all participants. Results therefore will be presented in a clear comprehensive format.
- Assessment procedures will take account of Equal Opportunity criteria and clear differentiation of task and assessment method will be ensured to take account of individual need. Any assessment procedure which discriminates against a student because of ethnicity, gender, disability or cultural and social background must not be used.
- All assessment information will be regarded as confidential and confined to those who need to know.
- All departments follow the same marking policy (**Appendix 11: Assessment Policy**). However, each department has its own assessment procedures, subject to the above principles and guidelines. This is outlined in the departmental handbook, which will also contain syllabus and schemes of work for each age group.

Assessment Practice

Year 9

- Information from Feeder schools - KS2 results, transfer data from Middle Schools, MIDYIS results and scores - is held centrally, and disseminated to departments as an aid to setting in Year 9.
- Progress Reviews are carried out throughout the year to assess attitude to learning and attainment for all students in all subjects. Underachievers are identified as a result of the Progress Review and action taken.

- Target Grade Ranges are set by FFT, however, in the absence of Key Stage 2 data, they will be set using Midyis and transfer data by the Deputy Headteacher (Teaching & Learning) and Senior Teacher (Assessment)

Year 10/11

- Target grades are set by departments in the Autumn Term of Year 10 using FFT (Fisher Family Trust).
- Departmental assessments, mock examinations etc are maintained to provide a profile of each student's current level of attainment.
- Year 11 Predicted Grades, Mock Examination results and GCSE results are held centrally.
- Progress Reviews are carried out to assess effort and attainment for all students in all subjects. Underachievers identified as a result of the Progress Review and action taken.

Year 12/13

- GCSE and other school results are available for staff.
- ALIS data is available to departments and used as a target-setting tool and ALPS used as an analysis tool.
- Regular modular examinations are undertaken with consequent collection of results and ongoing discussions with individual students and parents/carers.
- All A Level results are held centrally and available to all staff.
- Progress Reviews are carried out throughout the year to assess effort and attainment for all students in all subjects. Underachievers are identified as a result of the Progress Review and action taken.

Conclusion

Assessment is a key part of the learning process. To be of most use it must be supportive of learning and positive in time. Teachers, students and parents/carers should have a common language and common, high standards. It should be seen, above all, as a partnership bringing increased motivation and a better understanding of students by teachers and of what is needful for students to improve themselves. Moreover, assessment should reflect how youngsters learn and engage them in thinking about their own learning styles.

Recording

Rationale

Recording is the way in which the school holds, collates and uses information about each student. Its aim is to enable relevant people to gather quickly, and assimilate easily, necessary information about any particular student.

Purposes

- Recording procedures enable staff to trace a student's progress without undue difficulty.
- Recorded information is used as a basis for reporting to parents/carers.
- Recording enables information about any student to be transferred easily and in such a way so as to be of practical use to the recipient.
- Consistent criteria is used as to what is recorded.

Broad Guidelines

- Compile records systematically as per departmental procedures so that it is easy for teaching staff to give a quick response about any individual student's current level of attainment.
- Keep accurate records as regards results of externally validated examinations.
- Compile records frequently and regularly.
- Ensure records are easily available for use by Heads of Year, Senior Leadership Team etc, in discussion with parents/carers and that parents/carers have opportunity to add to what is recorded.
- The recording process is also an important part of the work of the tutor, especially with regard to achievements outside the classroom.
- Recording will be neither be so full as to be burdensome nor so sketchy as to be of no immediate use.

Conclusion

Good practice in this area gives each teacher full sight of each student and will foster good relationships.

Reporting

See Assessment Calendar (Appendix 12) for dates.

Rationale

Parents/carers and all appropriate other interested parties will be kept abreast of the progress of students regularly and frequently. Reports will be produced in such a way as to deepen the parents/carers' understanding of the process in which the students are engaged. Reports are a legal requirement.

Purposes

- To inform parents/carers regularly of progress in each area of school life and work, formally, to comply with legal requirements.
- To be a summary of records kept/information held by the school about the student.
- To be as positive as possible in tone and also to indicate where the need for future development is most acute.
- To seek to inform parents/carers by one means or another, each term, of progress.

Broad Guidelines

- Reporting is not confined to formal written reports; at Prince Henry's we are proud of the many informal contacts by parents/carers to discuss progress. We welcome them.
- Formal and informal reports - progress checks etc - are an important focus for discussions with parents/carers, be it at formal Parents/Carers' Evenings or by a casual phone call or any point in-between.
- Appropriate language and correct use of English are important to the accurate transfer of both information and opinion from teacher to parent/carer.

- Be as frank as possible, but where a student is underachieving, a practical strategy to remedy the situation should be suggested.
- Progress Reviews are carried out periodically to inform SLT, parents/carers, Heads of Department, Heads of Year and tutors about the student's efforts and attainment in all subjects.

Conclusion

It is important that teachers, as professionals, present information and opinion to parents/carers as accurately, as encouragingly and as positively as possible. The successful partnership between parents/carers and teachers is always founded, in part at least, on confidence on the parents'/carers' side and honest objectivity on the teachers. This good reporting, as outlined above, is an essential part of this process; thus how and when we report should be constantly under review.

APPENDIX 1: ROLE OF THE CLASS TEACHER & FORM TUTOR

THE ROLE OF THE CLASS TEACHER

Each teacher has a responsibility for, at all times, safeguarding the students in their care. They must also ensure that the students receive an outstanding teaching and learning experience.

In line with our motto, 'Great things will grow from something small', Prince Henry's takes great pride in a strong positive ethos based upon universal values shared by all. These values are reinforced by all staff, and staff are expected to support a happy, positive and successful environment where students of all abilities can grow, develop and succeed.

All staff are supported and can work within a number of teams. Teaching staff form part of a Departmental Team, as well as a pastoral Tutor Team. Teachers can also work across departments, and are supported in doing so. The Head of Department and Head of Year will provide leadership, support and guidance across the Department and Pastoral Teams respectively.

Teachers working at Prince Henry's are expected to carry out their professional duties in accordance with the school's Code of Conduct, the school's Pay Policy and national Teachers' Standards. The specific responsibilities outlined below reflect this guidance.

Specific Responsibilities

- To prepare and plan lessons appropriately and to keep records of such plans.
- To be aware of the potential of students and the targets set for them and to ensure that the work planned for them is at a suitably challenging and progressive level.
- To mark work arising from these lessons on a regular basis and in such a way as to ensure that judgements about student progress can be made easily.
- To deliver lessons in line with the school's Teaching and Learning Policy, department policies and Schemes of Work including ensuring that work is adapted to suit the learner.
- To attend Parents' /Carers' Evenings/meetings to discuss progress as required by senior staff.
- To write reports in as positive a way as possible as and when requested by senior staff, observing the guidelines of the school's Reporting Policy.
- To follow the syllabus laid down in each subject and to prepare and provide appropriate Schemes of Work for the delivery of the subject.
- To monitor, evaluate and assess students' work in line with the school's Assessment Policy and to ensure that each student is aware of the strengths and weaknesses of their work and that homework is set and marked in line with the school's Homework Policy.
- To be aware of and to implement in curricular terms the school's Equality Policy.
- To keep records accurately and efficiently as directed by Heads of Department, Heads of Year and Senior Leadership Team.
- To ensure that lessons are conducted in a disciplined manner consistent with school policy and to seek advice and support as appropriate over such problems that may arise.
- To ensure students enter and leave the room in an orderly fashion and that lessons are conducted in an orderly manner.
- To ensure that an accurate attendance register is taken at the start of every lesson.
- To be aware of the school's SEND Policy and practice and to oversee the work of those who receive help in this direction.
- To ensure that all school equipment - text books, tools etc - is maintained in good order when used by the class.
- To ensure the safety of students in potentially hazardous situations, eg laboratories, workshops etc in line with the school's Health & Safety Policy.
- To ensure the classroom/teaching area reflects the ethos of Prince Henry's in that rooms are clean, inviting, with purposeful displays, and free of litter, graffiti and damage

- To report all losses, damage (including graffiti) and breakages in the teaching area to the Operations or Site Managers, or Network Manager (for IT).

THE ROLE OF THE FORM TUTOR

The successful Form Tutor is vital to the wellbeing of both the individual student and the school community as a whole. It is with the Form Tutor that the student has the first formal contact every day and remains working with the student throughout Years 9-13. The Form Tutor has a key role in safeguarding, since they may often be the first person to identify a potential issue or concern in relation to an individual student.

As well as being a classroom teacher, the Form Tutor is also part of a year team, working at the direction of the Head of Year, putting into practice the necessary tutorial activities. Heads of Year will call regular meetings for tutors to be involved in a regular process of assessment and evaluation of these activities and other matters as they arise.

Above all, Prince Henry's is a school that takes pride in the promotion of a positive ethos. In this, the Tutor is a vital part; this ethos is supported by the knowledge the Tutor has about each and every member of the Tutor group and the kind and caring way in which each student is supported and encouraged.

Specific Responsibilities

- To attend assemblies and oversee the Tutor group there.
- To deal with routine administration, eg letters to parents/carers, issue examination timetables.
- To co-ordinate school reports for the Tutor group and write an appropriate Tutor's report.
- To be present in Tutor time before 9.00 am and until 9.30 am each day.
- To deliver the Tutor programme effectively.
- To monitor standards of uniform/hair, etc and deal with any infringements.
- To mark the register accurately each day and inform the pastoral team of any patterns of lateness or repeated incidents of lateness.
- To sign on a weekly basis, the Students' Planner and in doing so check on homework being done.
- To get to know students in the Tutor group as individuals and so establish a positive relationship in order to exert a constructive influence.
- To take an interest in the pastoral care of each student in the Tutor group.
- To support and encourage each student's learning.
- To actively promote the ethos and expectation of Prince Henry's High School by delivering the Tutor Programme which primarily covers PSHRE, Diversity, Careers and Wellbeing.
- To attend Tutor Meetings as and when required.
- To attend Parents' /Carers' Evenings as required especially as a Tutor in Year 9 and Year 12 when the Parents' /Carers' Evenings with Tutors are held.
- To write references (eg UCAS) as and when appropriate.

All such responsibilities as listed above are a means to an end - making a student's journey through Prince Henry's as happy and successful as possible. The Tutor's oversight of each student's career is a vital part of this process. The above responsibilities are subject to review and amendment as and when appropriate.

PERSON SPECIFICATION

All teaching staff at Prince Henry's will:

- Be totally committed to the safeguarding and welfare of children
- Possess qualifications at good degree level or equivalent
- Have excellent subject knowledge to the appropriate level as specified in the job advert (usually A2)
- Be capable of teaching outstanding or good lessons on a regular basis
- Be committed to being a first-rate tutor
- Have excellent classroom organisation and behaviour management skills
- Be honest, reliable and trustworthy
- Be open and frank and not afraid to ask for guidance and help when it is needed
- Be capable of building excellent relationships with students of different abilities and outlooks

- Be prepared to work hard and prepare lessons diligently and imaginatively
- Be prepared to mark work thoroughly and in line with the school's marking and assessment policy
- Use assessment procedures professionally to improve student outcomes
- Wish to create a positive and pleasant learning environment
- Have plenty of energy and enthusiasm and the ability to maintain a sense of humour and perspective when things get tough!
- Be calm, precise and patient when dealing with parents/carers
- Be punctual to school and to lessons and expect the same of students
- Have an excellent attendance record
- Be prepared to liaise with other staff in school and act as part of a team
- Be comfortable with setting and accepting challenging targets for students' achievement and for personal achievement
- Be committed to professional self-improvement both by In-Service Training and "learning on the job"
- Be prepared to commit to extra-curricular activity(ies) of some sort
- Be willing to be a presence around the school and be an excellent role model for young people

APPENDIX 2: TEACHING AND LEARNING FRAMEWORK

Prince Henry's High School Self-Evaluation and Improvement SLT Framework 2024-2025

Term	Focus	By Whom
Autumn 1	- TED (September) - Exam Analysis Meetings - Learning Walk 1 & work scrutiny (Focus: ACL=PP/More Able; NB=SEND) - T&L Development Group meeting - T&L Twilight (T & L Takeaways) - Half-termly SLT Link/HOD meeting - Appraisal review and planning meetings (October TED) - Check learning environment - Department SEF deadline - Biennial Department Review (see schedule)	- All staff - AAE/SLT/ACL/HOD - SLT & HOD pair - ACL - ACL - SLT & HOD - All - SLT/HOD - ACL - SLT & HOD
Autumn 2	- Year 11 & 13 Internal assessments - Learning Walk 2 & work scrutiny (Focus of CEW & NB= SF) - T&L Development Group meeting - Half-termly SLT Link/HOD meeting - Moderation of Appraisal Targets - Biennial Department Review (see schedule) - T&L Twilight in Departments - Check learning environment - TED (Dec) - Update Whole school SEF	- All - SLT & HOD pair - ACL - SLT & HOD - ACL - SLT & HOD - HOD - SLT & HOD - All - SLT
Spring 1	- Year 11 Progress Review & 13 reports - Mid-year reviews with AAE (Core subjects) - Learning Walk 3 & work scrutiny (Focus: ACL=PP/More Able; NB=SEND) - T&L Development Group meeting - Half-termly SLT Link/HOD meeting - Check learning environment - Appraisal check-in meetings - Biennial Department Review (see schedule) - TED (February) - Visit from Paul Topping x 2	- All - AAE/SLT/ACL/HOD - SLT & HOD pair - ACL - SLT & HOD - SLT & HOD - All - SLT & HOD - All - ACL/AH/SLT
Spring 2	- Year 11 & 13 Internal assessments - Year 12 reports - Learning Walk 4 & work scrutiny (Focus of CEW & NB= SF) - T&L Development Group meeting - Half-termly SLT Link/HOD meeting - Biennial Department Review (see schedule) - Check learning environment	- All - All - SLT & HOD pair - ACL - SLT & HOD - SLT & HOD - SLT & HOD
Summer 1	- Analysis of Year 12 exams - Learning Walk 5 & work scrutiny (Focus: ACL=PP/More Able; NB=SEND) - Half-termly SLT Link/HOD meeting - Check learning environment - Biennial Department Review (see schedule) - Analysis of Year 9 examination results	- HOD, CEW & ACL - SLT & HOD pair - SLT & HOD - SLT & HOD - SLT & HOD - HOD, HOY & ACL
Summer 2	- Year 9 and 10 End of Year Progress Review - Learning Walk 6 & work scrutiny (Focus of CEW & NB= SF) - Lesson observations for Appraisal must be completed - Analysis of Year 10 exams - T&L Development Group Day - Half-termly SLT Link/HOD meeting - SEF available for HODs/Sept deadline for Dep SEF - Biennial Department Review (see schedule) - Check learning environment	- HOD/ACL/HOY - SLT & HOD pair - All - HOD, HOY & ACL - ACL - SLT & HOD - ACL - SLT & HOD - SLT & HOD

APPENDIX 3: LEARNING WALK RECORD FORM



Prince Henry's High School Learning Walk Record

SLT/HOD		Date	
Teacher		Period	
Subject		Room	

1. Conditions for Learning	Well Met	Not Evident	Further Action
Classrooms are stimulating and displays celebrate achievement and support and promote learning.			
Classroom management incorporates adaptive teaching.			
Learners enjoy learning and are well-motivated, including by the enthusiasm of the teacher.			
Learners are given timely and effective feedback.			
2. Development of Learning	Well Met	Not Evident	Further Action
Learners work effectively independently and in groups.			
Learners engage in challenging tasks which provide depth, breadth and pace.			
Learners have access to a range of challenging resources.			
Peer review and learning is evident.			
3. Understanding Learners' Needs	Well Met	Not Evident	Further Action
Teacher is aware of the needs of all learners.			
There is good tracking of learner progress.			
Interventions and support are used as appropriate.			
4. Planning	Well Met	Not Evident	Further Action
Learning builds on prior attainment for learners.			
Activities encourage higher-order thinking skills.			
There is breadth and variety in the lesson.			
5. Aspect of classroom provision Engagement with learners and learning	Well Met	Not Evident	Further Action
Learners are encouraged to communicate clearly and effectively, using correct terminology.			
Learners are encouraged to share their understanding.			
Activities and task intentions are clear and reinforced.			

APPENDIX 4: LESSON OVERVIEW FORM



Prince Henry's High School Developmental Lesson Observation Overview

Teacher Subject and Lesson Title		Date		Period	
Observer		Class		No. of students	
Link to Appraisal Targets/Focus of Observation		Ability		SEND/PP	
Previous Learning					
Lesson Objectives			How will you check student progress?		
Follow up (eg next lesson/homework)					
Support (eg Support available for students inc SEND/PP/absentees)					
Challenge (eg Stretch and challenge provided for students)					
Please indicate areas of Teaching and Learning you wish to discuss or develop further. This can be discussed with the observer during the feedback.					

Please remember to provide a seating plan (including PP/SEND/MEG)

APPENDIX 5: DEVELOPMENTAL LESSON OBSERVATION FORM



Prince Henry's High School

Developmental Lesson Observation Record

Teacher Subject and Lesson Title	Date	Period	
Observer	Class	No. of students	
Focus of Observation (eg Department Review/T & L/Monitoring)	Ability	SEND/PP	
Please remember to ask the member of staff to provide a seating plan and the Lesson Observation Overview Sheet in advance of the lesson observation			
Area of Focus Curriculum Intent (Curriculum Planning)	Examples of Evidence can include • Clear Learning Objectives for all. • Effective planning and sequencing. • Knowledge/skill gap coverage (eg Covid). • Stretch and Challenge. • Plans include student support (teacher is aware of the needs of students, eg SEND/PP/High Flyers). • Seating Plan/Lesson Overview Sheet seen. • Environment is conducive to learning.		
Curriculum Implementation (Teaching delivery)	Strengths and Areas for Development • Effective adaptive teaching strategies (for all including SEND/High Flyers). • Effective use of questioning. • Expert subject knowledge. • Resources/LSAs thoughtfully deployed. • Appropriate pace and timing including reflection. • Consolidation of ideas/knowledge. • Retrieval techniques.		
Curriculum Impact (Student progress)	• Clear progress of students. • Effective use of assessment, feedback and marking. • Students know how to improve. • Students' responses to questioning show engagement/progress. • Exam/test results over time show progress. • Student work shows progress. • Students develop their knowledge, skills, understanding or awareness.		

Area of Focus	Examples of Evidence can include	Strengths and Areas for Development
Behaviour and Attitudes	• Students show they are developing in their personal qualities. • Students show they are increasing their awareness of cultural capital. • Students are actively engaged in the lesson. • Students exhibit self-regulation. • Students are able to work independently and use initiative. • Students have the ability to formulate good questions. • Students have good routines. • There is a culture of high expectations. • The Warning and Reward system are consistently used and disruptions are dealt with well. • Very good relationships between students and between staff and students.	
Follow up Feedback and Development	Discussion points • Discuss the lesson including the strengths and areas for development. • Where does the lesson fit into your sequence of teaching? • What have students learnt to get to this point/What do they already know? • How will you develop what students have done so far? • Is there any CPD you wish to have?	Brief record of conversation

Main Strengths (up to 3)		Main Areas for Development (up to 3)			
Overall, is the lesson at least Good?	YES		NO	If No, what support will be given to the member of staff	

Please remember to give a copy of the completed form to ACL and your SLT Link to inform CPD/Department Review/Monitoring

APPENDIX 6: APPRAISAL LESSON OBSERVATION FORM



Prince Henry's High School

Appraisal Lesson Observation Record

Teacher Subject and Lesson Title	Date	Period	No. of students
Observer	Class		
Link to Appraisal Targets	Ability		SEND/PP

Please remember to ask the member of staff to provide a seating plan and the Lesson Observation Overview Sheet in advance of the lesson observation

Area of Focus	Strengths and Areas for Development
Curriculum Intent (Curriculum Planning) • Clear Learning Objectives for all. • Effective planning and sequencing. • Knowledge/skill gap coverage (eg Covid). • Stretch and Challenge. • Plans include student support (teacher is aware of the needs of students, eg SEND/PP/High Flyers). • Seating Plan/Lesson Overview Sheet seen. • Environment is conducive to learning.	
Curriculum Implementation (Teaching delivery) • Effective adaptive teaching strategies (for all including SEND/High Flyers). • Effective use of questioning. • Expert subject knowledge. • Resources/LDSAs thoughtfully deployed. • Appropriate pace and timing including reflection. • Consolidation of ideas /knowledge. • Retrieval techniques.	
Curriculum Impact (Student progress) • Clear progress of students. • Effective use of assessment, feedback and marking. • Students know how to improve. • Students' responses to questioning show engagement/progress. • Exam/test results over time show progress. • Student work shows progress. • Students develop their knowledge, skills, understanding or awareness.	

Area of Focus	Examples of Evidence can include	Strengths and Areas for Development
Behaviour and Attitudes	- Students show they are developing in their personal qualities. - Students show they are increasing their awareness of cultural capital. - Students are actively engaged in the lesson. - Students exhibit self-regulation. - Students are able to work independently and use initiative. - Students have the ability to formulate good questions. - Students have good routines. - There is a culture of high expectations. - The Warning and Reward system are consistently used and disruptions are dealt with well. - Very good relationships between students and between staff and students.	
Follow up Feedback and Development	Discussion points - Discuss the lesson including the strengths and areas for development. - Where does the lesson fit into your sequence of teaching? - What have students learnt to get to this point/What do they already know? - How will you develop what students have done so far? - Is there any CPD you wish to have? - Has the lesson showed evidence of meeting the Appraisal Target or is extra support needed to meet the Appraisal Target.	Brief record of conversation
Main Strengths (up to 3)		Main Areas for Development (up to 3)
Overall, is the lesson at least Good?	YES NO	If No, what support will be given to the member of staff

Please remember to give a copy of the completed form to ACL and your SLT Link to inform CPD/Appraisal

APPENDIX 7: DEPARTMENT SELF EVALUATION SCHEDULE

DEPARTMENT SELF EVALUATION & LINK GOVERNORS – September 2024

DEPARTMENT	SLT LINK	DATE OF LAST EVALUATION	DATE OF NEXT EVALUATION	LINK GOVERNOR
ART	SZT	Spring 2024	Spring 2026	Vicky Hardwick
BUSINESS STUDIES/ECONOMICS	AD	Autumn 2022	Autumn 2024	Alan Harris
CAREERS	CEW	n/a	Autumn 2025	Alan Harris
CITIZENSHIP	NB	Summer 2023	Summer 2025	Edward Pillar
CURRICULUM	ACL			Keith Watson
DATA & ASSESSMENT	ACL			Keith Watson
DESIGN TECHNOLOGY	SZT	Autumn 2022	Autumn 2024	Ginny Getting
DESIGN TECHNOLOGY Food & Textiles	SZT	Spring 2024	Spring 2026	Ginny Getting
DRAMA	SZT	Spring 2023	Spring 2025	Keith Watson
ENGLISH & CLASSICAL CIVILISATION	NB	Spring 2023	Summer 2025	Harry Organ
GEOGRAPHY	NB	Spring 2022	Spring 2024	Debbie Edmonson
HEALTH & SAFETY	BJF			Jim Curran
HEALTH AND SOCIAL CARE & SOCIOLOGY	CEW	Autumn 2022	Summer 2025	Ginny Getting
HISTORY	AD	Autumn 2022	Autumn 2024	Keith Watson
ICT	ACL	Spring 2021	Autumn 2024	Jo Brett
LANGUAGES	ACL	Summer 2023	Summer 2025	Keith Watson
LAW	AD	Summer 2023	Summer 2025	Keith Watson
MATHS	ACL	Summer 2023	Summer 2025	Chris Simpson
MUSIC	SZT	Autumn 2023	Autumn 2025	Fiona George

PE	CEW	Summer 2022	Autumn 2024	Vicky Hardwick
PUPIL PREMIUM/ DISADVANTAGED	ACL			Keith Watson
PHSE	BJF	Summer 2023	Autumn 2025	Edward Pillar
POLITICS	AD	Autumn 2022	Autumn 2024	Keith Watson
PSYCHOLOGY	NB	Spring 2022	Autumn 2024	Edward Pillar
RE	BJF	Autumn 2023	Autumn 2025	Edward Pillar
SAFEGUARDING/ HEALTHY LIFESTYLES/ CARE, GUIDANCE & SUPPORT	BJF			Linda Biggs
SCIENCE	ACL	Spring 2022	Autumn 2024	Ginny Getting
SIXTH FORM	NB			Harry Organ
SEND	NB	Spring 2023	Autumn 2025	Jo Brett
TEACHING & LEARNING	ACL			Keith Watson

APPENDIX 8: HOMEWORK LETTER - YEAR 9 STUDENTS

September 2024

Dear Parent(s)/Carer(s),

Homework in Year 9

At Prince Henry's we believe that quality teaching matters and homework is regarded as an important piece of the teaching and learning picture. Homework is highly valued as it provides an opportunity for students to practise, develop and extend their learning, independently of their teacher, so that they can develop an appetite for learning that exists long after their time at school. For us, homework is never punitive but rather an opportunity to think deeply, prepare and consolidate understanding. The effort students put into homework is highly valued and recognised by their teachers but we hope that our students develop intrinsic motivation to learn, coming to regard homework as an important part of their educational development.

As a result, we expect students to do homework thoroughly and purposefully on a regular basis throughout their school career. We believe that the purpose of homework is to reinforce and extend classroom teaching, bringing about progress and fostering a spirit of initiative, self-motivation and independent study skills.

Because Year 9 is a large year group split into three "Abbey" groups, and also partly because we have a fortnightly timetable, the arrangements for homework are complicated and it can be confusing for parents/carers if we attempt to produce a standard homework timetable for Year 9 students.

Your child's subject teachers will set homework on a certain night(s) in the first week/fortnight of the school year. Thereafter they will always set homework on the same night(s). Therefore a homework timetable will emerge for each individual student by the end of their first week and students should record this in their homework diary. In addition to set homework, we also recommend that children read around their subject, revise regularly and spend time reading appropriate literature.

Parents/carers have told us that they find it helpful to have an idea of how much homework to expect. The following list provides a guide to the amount of homework per week or fortnight Year 9 students might expect throughout the course of this school year. It is important to be mindful that maximum learning is much more about the quality of the task rather than the amount of time spent on it.

English	1 x 1 hour per week
Mathematics	1 x 1 hour per week
Foreign Languages	1 x 30 minutes per week per language
History	1 x 30 minutes per week
Geography	1 x 30 minutes per week
RE	1 x 30 minutes per week
Science	Either 1 or 2 tasks totalling up to 2 hours per fortnight
Citizenship	1 x 30-45 minutes per fortnight
Art	1 hour per fortnight
Textiles	1 hour every 4 weeks
Graphics/RM	30 minutes per fortnight (occasionally longer homework tasks will be set to be completed over a 6-week period)
Food	30 minutes per fortnight (occasionally longer homework tasks will be set to be completed over a 6-week period)

The Role of the Subject Teacher

As a school we are very clear that homework should provide opportunities for maximum student success and minimum student frustration, with an emphasis on progress. Our subject teachers will set authentic and relevant tasks, differentiated and well matched to learners' needs.

Our teachers will:-

- Set quality homework that directly contributes to student progress
- Ensure that homework is set on ShowMyHomework for all classes
- Set homework according to the whole school timetable (for Years 9-11)
- Give full and comprehensive instructions

- Set reasonable deadlines for the completion of work and to ensure that they are met
- Make clear to the students how the homework will be assessed (eg by the teacher/peer-assessment/self-assessment)
- Provide help and support for students
- Follow specific department procedures to deal with non-completion of homework eg contacting parents or asking students to attend Study Habits sessions

The Role of the Student

Homework is often more effective for older than younger children and as such our students have an important responsibility to engage fully with their learning outside lessons.

Specifically we expect students to:-

- Listen to homework instructions in lessons and record specific details about the requirements of the task (including the deadline) in their planner
- Regularly log in to showmyhomework
- Follow teacher guidelines about how to approach the work (eg not spending less time than is required to complete the work to a good standard)
- Ensure all homework is completed and handed in to meet the deadline
- Attempt all work to the very best of their ability
- Inform the class teacher of any genuine difficulties

The Role of Parents/Carers

Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood.

Therefore, we encourage our parents/carers to:

- Provide a quiet place to work, away from distractions
- Talk to students about their homework and generally take an interest in their learning
- Ensure that time spent on homework is regular and balanced
- Remind students about deadlines (this can be done by logging into ShowMyHomework)
- Sign the school planner each week
- Provide the school with information about any problems through the school planner or by contacting the school directly

For specific information about homework expectations in each subject please look at the Home School Agreement/Curriculum area on our website, which provides a link to each department area and offers you suggestions about how you can best support your child in each subject.

As we record all homework on ShowMyHomework you will receive a separate letter from Mr Brant (Head of ICT) with information about your login details. If you have any concerns about homework please contact Mr Roleston, Head of Year 9, or if the problem is confined to one subject only please contact your child's subject teacher.

We hope that this information is helpful and we look forward to working in partnership with you to support your child in developing strong independent study habits.

Yours sincerely



Dr A Evans
Headteacher

APPENDIX 9: HOMEWORK LETTER - YEAR 10 STUDENTS

September 2024

Dear Parent(s)/Carer(s)

Homework in Year 10

At Prince Henry's we believe that quality teaching matters and homework is regarded as an important piece of the teaching and learning picture. Homework is highly valued as it provides an opportunity for students to practise, develop and extend their learning, independently of their teacher, so that they can develop an appetite for learning that exists long after their time at school. For us, homework is never punitive but rather an opportunity to think deeply, prepare and consolidate understanding. The effort students put into homework is highly valued and recognised by their teachers but we hope that our students develop intrinsic motivation to learn, coming to regard homework as an important part of their educational development. As a result, we expect students to do homework thoroughly and purposefully on a regular basis throughout their school career. We believe that the purpose of homework is to reinforce and extend classroom teaching, bringing about progress and fostering a spirit of initiative, self-motivation and independent study skills.

I am writing to share with you the details of what your child will receive in terms of homework this school year. You will find details on the reverse side of this sheet outlining the frequency and amount of homework set. Parents/carers will understand that different children work at different rates of efficiency and it is impossible to prescribe the exact amount of minutes per night, or hours per week, that an individual student will work. However, there is no reason why any student (except for a very few special cases) should be doing less than the time allocated. Staff will endeavour to set homework on the same designated night(s) in each fortnight (as we run a fortnightly timetable), which will help students to plan their time properly. Please note that there is a difference between Year 9 and Year 10. Because of the way that the options system works, we are able to publish a homework timetable and students have been issued with this.

Sometimes the homework set will be to prepare for tests or other assessments. Students must understand the importance of this and not consider that this means that they do not have homework. On the contrary, it is important that they manage their time properly, not leaving preparation completion until just before the assessment. The purpose of homework is to reinforce and extend classroom teaching to bring about progress and foster a spirit of initiative, self-motivation and independent study skills.

As students are following linear courses with a large number of exams at the end of Year 11, it will also be appropriate for students to be given revision homework. This will always be accompanied by specific guidance about what to revise so students will always have a clear idea of what is expected of them. In addition to set homework, we also recommend that children read around their subject, revise regularly and spend time reading appropriate literature. Homework is an important opportunity for students to develop their learning independently of their teacher and I hope that parents/carers will find this information useful. **For specific information about homework expectations in each subject please look at the Home School Agreement/Curriculum area of our website.**

We would like you to check your child's homework diary on a weekly basis and sign in the available space. We will also continue to publish all homework on Showmyhomework and, if you do not already have one, you may request a parent/carer login from Mr Brant (Acting Head of ICT) so that you can see the homework set for your child. If you have concerns that your child is not doing enough homework, please contact Mr King, Head of Year 10, or if the problem is confined to one subject only, you should contact your child's subject teacher.

Yours sincerely



Dr A Evans
Headteacher

YEAR 10 HOMEWORK**ENGLISH**

1 homework of 1 hour per week

MATHEMATICS

1 homework of 1 hour per week

SCIENCE

3 homeworks of 1 hour per fortnight

MODERN FOREIGN LANGUAGES (French/German/Spanish/Italian)

2 homeworks of 1 hour per fortnight

ART and ART/TEXTILES

1 homework of 2 hours per week

BUSINESS STUDIES

1 homework of 1 hour per fortnight and 1 homework of 30 minutes per fortnight

DESIGN TECHNOLOGY: Resistant Materials/Graphics

1 homework of 1 hour per week. Students may need to work beyond specified times when completing coursework and occasionally NEA related homework tasks may take more than 1 hour to complete.

DESIGN TECHNOLOGY: Food / Health and Social Care

1 homework of 1 hour per week

DRAMA

1 or 2 homeworks of 30-45 minutes per fortnight

GEOGRAPHY

2 homeworks of 30-45 minutes per fortnight

HISTORY

2 homeworks of between 30 and 40 minutes per fortnight

iMEDIA

1 homework of 1 hour per week (making improvements to their projects)

COMPUTING

1 or 2 homeworks per week. Students are expected to take 30 minutes to complete a theory homework and 1 hour for a programming task.

MUSIC

1 homework of at least 1 hour per fortnight plus ongoing instrumental practice

PE

2 homeworks of 1 hour per fortnight, plus participation in an extra-curricular club

PHILOSOPHY, ETHICS & RELIGION

2 homeworks of 30 minutes per fortnight

CITIZENSHIP

1 homework of 30-45 minutes per fortnight

September 2024

APPENDIX 10: HOMEWORK LETTER - YEAR 11 STUDENTS

September 2024

Dear Parent(s)/Carer(s)

Homework in Year 11

At Prince Henry's we believe that quality teaching matters and homework is regarded as an important piece of the teaching and learning picture. Homework is highly valued as it provides an opportunity for students to practise, develop and extend their learning, independently of their teacher, so that they can develop an appetite for learning that exists long after their time at school. For us, homework is never punitive but rather an opportunity to think deeply, prepare and consolidate understanding. The effort students put into homework is highly valued and recognised by their teachers but we hope that our students develop intrinsic motivation to learn, coming to regard homework as an important part of their educational development. As a result, we expect students to do homework thoroughly and purposefully on a regular basis throughout their school career. We believe that the purpose of homework is to reinforce and extend classroom teaching, bringing about progress and fostering a spirit of initiative, self-motivation and independent study skills.

I am writing to share with you the details of what your child will receive in terms of homework this school year. You will find details on the reverse side of this sheet outlining the frequency and amount of homework set. Parents/carers will understand that different children work at different rates of efficiency and it is impossible to prescribe the exact amount of minutes per night, or hours per week, that an individual student will work. However, there is no reason why any student (except for a very few special cases) should be doing less than the time allocated. Staff will endeavour to set homework on the same designated night(s) in each fortnight (as we run a fortnightly timetable), which will help students to plan their time properly. Please note that there is a difference between Year 9 and Years 10/11. Because of the way that the options system works, we are able to publish a homework timetable and students have been issued with this.

Sometimes the homework set will be to prepare for tests or other assessments. Students must understand the importance of this and not consider that this means that they do not have homework. On the contrary, it is important that they manage their time properly, not leaving preparation completion until just before the assessment. The purpose of homework is to reinforce and extend classroom teaching to bring about progress and foster a spirit of initiative, self-motivation and independent study skills.

It will also be appropriate, before the internal assessments and external examinations next year, for students to be given revision homework. This will always be accompanied by specific guidance about what to revise so students will always have a clear idea of what is expected of them. In addition to set homework, we also recommend that children read around their subject, revise regularly and spend time reading appropriate literature.

Homework is an important opportunity for your child to develop their independent study habits and I hope that parents/carers will find this information useful. **For specific information about homework expectations in each subject please look at the Home School Agreement/Curriculum area of our website, which provides a link to each department area and offers you suggestions about how you can best support your child in each subject.**

We would like you to check your child's homework diary on a weekly basis and sign in the available space. We will also continue to publish all homework on ShowMyHomework and, if you do not already have one, you may request a parent/carer login from Mr Brant (Head of ICT) so that you can see the homework set for your child. If you have concerns that your child is not doing enough homework, please contact Mr Cooper, Head of Year 11, or if the problem is confined to one subject only, you should contact your child's subject teacher.

Yours sincerely



Dr A Evans
Headteacher

YEAR 11 HOMEWORK**ENGLISH**

1 homework of 1 hour per week

MATHEMATICS

1 homework of 1 hour per week

SCIENCE

3 homeworks of 1 hour per fortnight

MODERN FOREIGN LANGUAGES (French/German/Spanish/Italian)

2 homeworks of 1 hour per fortnight

ART and ART/TEXTILES

1 homework of 2 hours per week

BUSINESS STUDIES

1 homework of 1 hour per fortnight and 1 homework of 30 minutes per fortnight

DESIGN TECHNOLOGY: Resistant Materials/Graphics

1 homework of 1 hour per week. Students may need to work beyond specified times when completing coursework and occasionally NEA related homework tasks may take more than 1 hour to complete.

DESIGN TECHNOLOGY: Food / Health and Social Care

1 homework of 1 hour per week

DRAMA

1 or 2 homeworks of 30-45 minutes per fortnight

GEOGRAPHY

2 homeworks of 30-45 minutes per fortnight

HISTORY

2 homeworks of between 30 and 40 minutes per fortnight

iMEDIA

1 homework of 1 hour per week (making improvements to their projects)

COMPUTING

1 or 2 homeworks per week. Students are expected to take 30 minutes to complete a theory homework and 1 hour for a programming task.

MUSIC

1 homework of at least 1 hour per fortnight plus ongoing composition work

PE

2 homeworks of 1 hour per fortnight

PHILOSOPHY, ETHICS & RELIGION

2 homeworks of 30 minutes per fortnight

September 2024

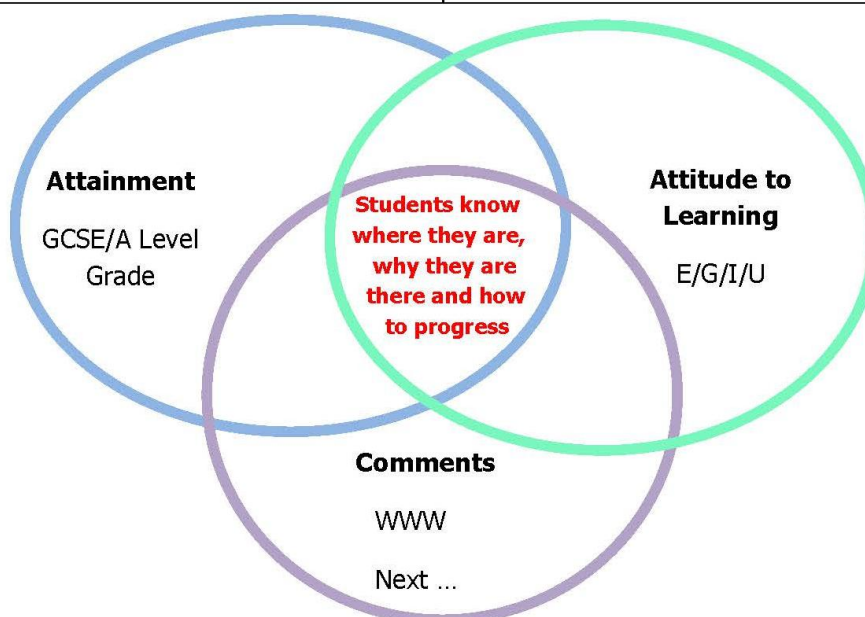
APPENDIX 11: WHOLE-SCHOOL ASSESSMENT POLICY

Prince Henry's High School Whole School Assessment Policy

The Whole School Assessment Policy aims to ensure continuity throughout the school. This should help students know where they are, why they are there and what they need to do to make progress.

Attainment	Attitude to Learning
GCSE/ A Level grade Homework, classwork, teacher & student assessment are to be graded using either GCSE or A Level grades	Excellent
Short tests/questions can be still be marked out of a number i.e. 10/10	Good
	Inconsistent
	Unsatisfactory

Comments	
WWW What went well	Next... Feed forward target for student response



APPENDIX 12: SCHOOL ASSESSMENT CALENDAR 2024-2025

School Assessment Calendar 2024 – 2025						
WK	Day	Date	Month	Assessment Information		Parents' Evening
1	Wed	18	September			Y13 Parents' Evening (In-person) 4.30 – 7.30pm
2	Mon	23	September	Y11 Predicted Grades + WAG & ATL by 9am		
2	Wed	25	September	Y11 Progress Review Print		
2	Thu	26	September	Y11 Progress Review Home		
1	Thu	3	October			Y11 Parents' Evening (In-person) 4.30 – 7.30pm
2	Tue	08	October	Y13 Progress Review deadline by 9am		
2	Thu	10	October	Y13 Progress Review Print		
2	Fri	11		Y13 Progress Review (Home)		
2	Fri	25	October	Y12 Progress Review & Tutor Check Deadline 4pm	Y9 Progress Review & Tutor Check Deadline	
1	Tue	5	November	Y12 Progress Review & Tutor Check Print	Y9 Progress Review & Tutor Check Print	
1	Thu	7	November	Y12 Progress Review Home	Y9 Progress Review Home	
2	Tue	12	November			Y9 Parents' Evening with Tutors Online Y12 Parents' Evening with Tutors Online 4.30 – 7.30pm
2	Mon	25	November	Y10 Progress Review Deadline by 9am		
2	Wed	27	November	Y10 Progress Review Print		
2	Thu	28	November	Y10 Progress Review Home		
1	Tue	3	December	Y13 Exam Data on Sims by 9am		
1	Thu	5	December	Y13 Exam Data Print		
2	Mon	9	December	Y13 Exam Data Home		
2	Thu	9	January			Y12 Parents' Evening (in person) 4.30 – 7.30pm
Monday 13 th January to Friday 17 th January 2025				Y13 Report Budding Week. All corrections must be made by the end of the week		
1	Mon	13	January	Y11 Mock Data & ATL/WAG		
2	Mon	20	January	Y11 Progress Review Tutor Deadline		
2	Wed	22	January	Y11 Progress Review Print		Y10 Parents' Evening (In Person) 4.30 – 7.30pm
2	Thu	23	January	Y13 Reports print to HOY		
2	Fri	24	January	Y11 Progress Review Home		
1	Thu	30	January	Y13 Reports to SLT		
2	Tue	4	February	Y13 Reports to NT		
2	Thu	6	February	Y13 Reports Print		
1	Mon	10	February	Y13 Reports Home		
2	Thu	6	February	Y9 Progress Review Deadline		
1	Mon	10	February	Y9 Progress Review Print		
1	Wed	12	February	Y9 Progress Review Home		
Monday 3 rd March to Friday 7 th March 2025				Y12 Report Budding Week. All corrections must be made by the end of the week		
1	Mon	3	March	Y10 Progress Review Deadline		
1	Wed	5	March	Y10 Progress Review Print		
1	Thu	6	March			Y11 Parents' Evening (Online) 4.40 – 7.30pm
1	Fri	7	March	Y10 Progress Review Home		
2	Wed	12	March	Y13 Exam Data Deadline		
2	Fri	14	March	Y12 Reports to HOY		
1	Wed	19	March			Y13 Parents' Evening (Online) 4.30 – 7.30pm
1	Fri	21	March	Y12 Reports to SLT		
2	Wed	26	March	Y12 Reports to NT		
2	Fri	28	March	Y12 Reports Home		
2	Mon	7	April	Y11 Mock Deadline		
2	Wed	9	April	Y11 Mock Sheet Print		
2	Fri	10	April	Y11 Mock Sheet Home		
1	Fri	16	May	Y12 Exam Data Deadline		
2	Tue	20	May	Y12 Exam Data Sheet Print		
2	Wed	21	May	Y12 Exam Data Sheet Home		
2	Mon	9	June	Y9 End of Year Progress Review deadline		
1	Mon	16	June	Y9 End of Year Progress Review Tutor deadline		
1	Fri	20	June	Y9 End of Year Progress Review Print		
2	Mon	23	June	Y9 End of Year Progress Review Home		
2	Mon	7	July	Y10 Progress Review Subject Deadline		
2	Thu	10	July	Y10 Progress Review Tutor Deadline		
1	Mon	14	July	Y10 Progress Review HOY Deadline		
1	Tue	15	July	Y10 Progress Review Print		
1	Wed	16	July	Y10 Progress Review Home		

ACL/Chele 2024/2025