



CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

# TEACHING, LEARNING AND ASSESSMENT POLICY

2024 - 2025

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# I. Teaching and Learning

## **1.1 Aim**

The aim of this policy is to ensure that the children at our school are provided with high quality learning experiences that lead to consistently high levels of pupil progress and achievement.

## **1.2 Objectives**

- To ensure that all staff clearly plan for pupil progress with a suitable and challenging pace.
- To ensure that planning takes into account the prior attainment and/or internal baseline testing to meet the learning needs of all pupils.
- To ensure that pupils have the opportunity to develop skills and confidence to work together cooperatively and independently.
- To ensure that pupils know the current standard of their work and how to act upon marking and feedback in order to improve.
- To ensure that teaching assistants and other adults make a planned and effective contribution to the learning and progress of the pupils they support.

## **1.3 Rationale**

- Learning is most effective when pupils:
  - take an active interest in their studies through encouragement and support from their teachers, parents/carers.
  - improve their performance and are willing to learn from areas for development as well as strengths.
  - are willing to respond with resilience to the learning challenges set and encountered.
  - enthusiastically take part in independent learning activities in lessons.
  - demonstrate, in assessments and tests, that they are performing at least as well as can be expected, according to standards for their age and ability.
  - care about presentation.
  - complete all homework on time, ensuring it is neatly presented and to the best of

their ability.

- develop the confidence to raise questions, to try to find answers and to work independently of the teacher whilst also learning collaboratively in groups/pairs.
- develop resourcefulness and responsibility for their own learning, increasingly taking the initiative.
- develop the ability to retain knowledge and apply it in unfamiliar contexts and transfer skills.
- are able to communicate information and ideas, offering comments and explanations
- feel that their achievements are being recognised.

## **1.4 Responsibilities**

### **1.4a Teachers**

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. Professional development is essential for supporting all adults to develop their own learning and teachers should take an active interest in and responsibility for developing their teaching practice.

#### **Responsibilities for Teaching and Learning**

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives.
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management.
- engaging with the teaching and learning development log, accounting for actions to improve their practice, including peer observation lesson visits, pedagogical research and recording of lessons.
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.

## Procedures for Teaching and Learning

Teachers should plan lessons:

- that have a clear structure with regular use of formative assessment, where appropriate, to summarise learning and help pupils to understand how to improve.
- that are informed by prior learning, achievement and challenging schemes of work to ensure that activities and tasks are matched to pupils' abilities so they increase their knowledge and understanding and improve their progress
- that are enjoyable, interesting and use stimulating resources including ICT which are adapted for varying needs by task, resources and/or outcomes.
- that incorporate effective questioning and AfL techniques to challenge and direct pupils, which allows them to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.
- that promote high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- that help to promote numeracy development for all pupils, and especially those with weaker numeracy skills, by providing pupils with opportunities to apply their numeracy skills in other subjects.
- that allow pupils to learn in different styles and provide opportunities for pupils to work both independently and collaboratively.
- that use positive behaviour management and encouragement for pupils to achieve, including the use of praise and rewards in line with school policy

Teachers should also:

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired in line with school policy.
- mark students' work and comment at regular intervals and in detail on what students have done well and what they need to work on next, and, where appropriate, give students the criteria and chance to assess their own work and that of others.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- work with Teaching Assistants, the SENCO and other adults as appropriate to ensure pupils are best supported in their learning and use IEPs and other

information as working documents in their planning to differentiate work for individual pupils.

- know when and how to adapt teaching appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- inform parents and appropriate staff within school of pupils' progress or underachievement and work with their Head of Department and other key staff to eradicate any pupil underperformance.
- Provide quality provision for remote learning in line with the whole school policy.

### **1.4b Heads of Department**

Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' progress and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement.
- ensuring curriculum coverage, continuity and progress for all pupils.
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies.
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and intended schemes of work and implementing actions for the achievement of individual pupils and pupil groups.
- monitoring pupils' work through work scrutiny: regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- providing an account, at least fortnightly to their line manager on the quality of pupils' written work, the quality of written feedback and pupils' responses to it and the quality of homework set; identifying issues and reporting on planned actions as appropriate.



- observing teachers in line with appraisal policy and using this information to provide information for the Performance Management of teachers and an evaluation of the progress of teaching and learning within the department in line with the School Improvement Plan.

## **1.4c Form Tutors**

Form tutors are responsible for contributing to, and monitoring the progression and well-being of, individual pupils in their tutor group and for providing support and advice to those pupils both socially and academically. This is achieved by:

- monitoring academic progress and attitudes of individual pupils through academic tracking and progress.
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning.
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform, equipment and attendance in line with school policy.

## **1.4d Heads of Year**

Heads of Year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This is achieved by:

- monitoring the progress and potential of the year group, and using pupil data to identify and set improvement targets for specific pupils according to their needs.
- maintaining an overview of the learning experience of pupils in their year group by monitoring the number of referrals and use of the Exclusion Room in line with behaviour policy.
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners.
- monitoring attitudes to learning through progress scores and reporting back to the School Leadership Team and to staff as requested.

## **1.4e The Senior Leadership Team**

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made in implementing the School Improvement Plan. Monitoring and evaluation principally take place through fortnightly department reviews, routine monitoring by subject leaders and classroom observations of teaching and learning.

## 1.4f Pupils

It is an expectation that pupils will:

- be prepared for lessons with the correct equipment.
- complete homework to enhance their learning and progress.
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work:
  - Always write neatly and in black ink
  - Write 'Classwork' or 'Homework' on the left, next to the margin
  - Write the date in full on the right-hand side
  - The title must be central and on the line below the date
  - All headings must be underlined with a sharp pencil and ruler
  - All diagrams must be drawn in sharp pencil
  - Leave two lines, then rule off last lesson's work at the start of every lesson
- make positive contributions to class discussions and demonstrate respect for their peers
- take responsibility for improving their own learning, build resilience and be willing to develop the skills necessary for independent study and cooperative group work

## 2. Marking

### **2.1 Aim**

To ensure that written feedback consistently enables all pupils to be clear about the progress that they are making and what they need to do to improve the quality of their current and subsequent work

### **2.2 Objectives**

- To ensure that written feedback identifies where pupils are in their learning and enables them to understand clearly how to improve their work
- To ensure that written feedback has a clear impact on learning by promoting the development of an interactive process that prompts pupils to respond
- To ensure that written feedback recognises achievement and progress

### **2.3 Rationale**

- The purpose of written feedback is to help pupils gain a clear understanding of how well they are developing in their knowledge, skills and understanding and then to explain how to improve further
- Written feedback must prompt pupils to improve their learning.
- Marking is most effective when pupils understand:
  - the purpose of the task;
  - what the teacher is looking for and in particular what a high quality version of this looks like;
  - how far they have made progress towards the completion of a high quality piece of work and what the next steps look like
- Marking and the implementation of this policy is the responsibility of all teachers.

## Responsibilities

### 2.4a Teachers are expected to ensure that:

- pupils receive written feedback either once every six lessons or every two weeks, decided by the frequency of lessons in the school timetable (verbal feedback and/or peer marking will be used at other times)
- 'Marking for Literacy' guidelines provided by Literacy Co-coordinator are used when marking which include:
  - incorrect use of homophones, commonly misspelled words or key subject terminology are highlighted and corrected by the pupil
  - incorrect use of full stops, capital letters, commas, apostrophes, exclamation marks and question marks are highlighted and corrected by the pupil
  - written feedback from the teacher must be in green ink, self and peer marking is to be done in red ink
- the purpose of each task is the reference point for all written feedback;
- formative comments show what has been done well and what still needs improvement and clear specific action points show the pupil *how* they are to respond to the teacher's feedback;
- when marked work is returned to a class, time is set aside to allow each pupil to respond to the teacher's comments and, specifically, to complete their action points;
- rewards are given when pupils have improved their work and made progress in their learning

### 2.4b Heads of Department are expected to ensure that:

- the impact of the marking policy is monitored and evaluated through conducting regular book reviews and findings are used to support self evaluation and provided to SLT as required
- all marking within their curriculum area(s) is to the expected standard and where this is not the case programmes of support are implemented, monitored and evaluated

### 2.4c The Senior Leadership Team are expected to ensure that:

- they monitor the implementation of the Whole School Marking Policy;
- whole school book reviews are completed at least three times each year to assess the quality and extent of formative written feedback;

- they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed

## 3. Homework

### **3.1 Aim**

To ensure that homework consistently makes a significant contribution to the promotion of high quality learning and progress

### **3.2 Objectives**

- To ensure that all pupils receive their full entitlement to homework
- To ensure that homework contributes to the development of sound study habits
- To foster the development of a partnership in learning between pupil, parent and teacher

### **3.3 Rationale**

- Homework is set for the following reasons:
  - To help pupils make more rapid progress in their learning
  - To develop the skill of learning independently
  - To develop and extend skills learned in the classroom
  - To provide opportunities to extend learning through long term research or investigation
  - To allow pupils to use materials and other sources not always available in the classroom
  - To involve parents and others in the pupils' learning
  - To provide valuable experience of managing time and working to deadlines
- The implementation of this policy is the responsibility of all teachers.

### **3.4 Guidelines**

- For English, Mathematics, Science and MFL, one homework is set per week. In Key Stage 3, for Art, DT, Geography, History, Computer Science and RE, homework is set once per fortnight. Each homework should be designed to take between 45 minutes and one hour to complete.
- In Key Stage 4, the amount of homework will vary from subject to subject, but for all subjects all pupils should generally have at least one hour of homework per subject, to complete each week. It is recognised that there will be times when pupils will have substantially more than this amount of homework and that homework will, at times, contribute to final GCSE marks.
- When CPSHE or an Extended Learning Day falls on a lesson when homework is due to be set, the homework will be set during the prior or next lesson for that subject.

### 3.5 Responsibilities

#### 3.5a Pupils are expected to:

- use their planner to keep a record of all homework set
- maintain high standards of presentation in their planner
- complete all homework to the best of their ability and within the time allowed
- complete homework missed as a result of absence from school
- ask for help before the deadline if they are experiencing difficulty
- present their work to a high standard
- write in black pen
- underline headings with a pencil and a ruler
- draw diagrams in pencil
- write question numbers in the margin
- correct errors by drawing a line through the mistake
- record the date at the start of each piece of homework

#### 3.5b Parents are expected to:

- provide a regular homework routine and a quiet space to complete homework
- regularly check their child's planner and sign it at the end of each week
- check that homework has been completed
- support their child by talking about the homework that has been set

### **3.5c Teachers are expected to:**

- ensure that homework is set according to the published homework timetable.
- ensure that homework is appropriately challenging.
- monitor the completion of homework and the quality of work produced and take action when homework is not done or is of poor quality.
  
- inform parents of missing or unacceptable homework.
- mark homework and give appropriate feedback in line with marking policy.
- insist that work is copied out again when the standard of presentation is poor or insist that the work is re-done if it is below the standard of which the pupil is capable.
- record non-completion of homework or unacceptable homework on Synergy within 2 working days of the due date.
- keep a record of all homework set.
- ensure that instructions are clear to everyone and that all pupils have sufficient time to record their homework accurately.
- ensure, as far as possible, that parents have access to feedback so they can encourage and support their child when completing subsequent homework.

### **3.5d Heads of Department are expected to:**

- ensure that homework for their subject(s) is set in line with the whole school homework policy.
- monitor the setting and quality of homework, keep a record of when this monitoring is carried out and take appropriate action as necessary.
  
- consider homework as part of self evaluation and improvement planning where necessary.

### **3.5e Form Tutors are expected to:**

- monitor through Synergy any issues with non-completion of homework
- monitor the recording of homework in planners, checking for accuracy and standards of presentation.
- liaise with appropriate personnel to establish a programme of support for pupils who regularly miss or submit substandard homework across a range of subjects.

### **3.5f Heads of Year are expected to:**

- work with Form Tutors to establish a programme of support for pupils who regularly miss or submit substandard homework across a range of subjects

- meet with the parents of pupils at Level 1 of the homework system
- monitor and evaluate the impact of support and provide further actions where necessary, providing feedback to SLT on the outcomes

### **3.5g The Lead Teacher of Homework is expected to:**

- ensure that the whole school homework policy is fully implemented
- monitor the setting of homework and the appropriateness of homework tasks, providing feedback to heads of department and SLT on the outcomes

### **3.5h The Senior Leadership Team are expected to:**

- meet with parents where necessary, in line with the Homework Level System
- evaluate the impact of this policy on learning and progress

## **3.6 Homework Level System**

- Every 3 missing homework incidents will result in a detention on a Tuesday night from 2.30-3.30pm. In the first instance, form tutors will contact parents and explain the level system and importance of homework, in an attempt to improve study habits and avoid Level 1.

### **Level 1**

- 6 missing homework incidents – Meeting with Head of Year (2 week monitoring)
- A meeting will be held with the Head of Year in which pupil, parent and teacher sign a homework contract.
- If a pupil reaches 9, the Head of Year or PSO contacts parents to inform them that their child is not responding in a final attempt to avoid Level 2.

### **Level 2**

- 12 missing homework incidents – Meeting with a member of the Senior Leadership Team responsible for homework. (2 week monitoring)
- At Level 2, homework will be completed in homework intervention for 5 nights from 2.30-3.30pm. If the pupil fails to attend intervention on a particular day, that day will be added until 5 days have been completed.

### **Level 3**

- 18 missing homework incidents - Meeting with a member of the Senior Leadership Team, this will usually be a different member in order to provide fresh perspective and support. (2 week monitoring)
- At Level 3, the same process occurs as at Level 2. The pupil will complete 10 days of intervention from 2.30-3.30pm. If a day is missed it will be added until all 10 days have been completed.

### **Level 4**



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- 24 missing homework incidents - Meeting with the Headteacher (3 week monitoring)
- At Level 4, the same process occurs as at Level 3. The pupil will complete 15 days of intervention from 2.30-3.30pm. If a day is missed it will be added until all 15 days have been completed.

### **Level 5**

- 30 missing homework incidents - Meeting with the Headteacher.

### **Redemption**

At the beginning of an academic year, those on a homework level will have the opportunity for a fresh start and will not begin the year on a level. However, the Senior Leadership Team responsible for homework may meet with pupils to check that good habits are being formed.

## 4. Summative Assessment

### 4.1 Aim

- The aim of this policy is to ensure that the pupils at our school are provided with high quality summative assessment that accurately measures progress. In turn this leads to identifying gaps in learning and further progress.
- All pupils in every year group sit formal examinations during the summer term which aim to inform teachers, pupils and parents how well their child has progressed throughout the year.
- Pupils sit assessments in class at various points during the year. Each department can choose appropriate points in the year to assess pupils work.

### 4.2 Objectives

- To ensure that all assessments are suitably challenging
- To ensure that the progress and attainment of pupils can be clearly tracked and suitable intervention is put into place where necessary
- To enable teachers to carefully plan lessons in order for pupils to feel challenged and meet the learning needs of all pupils
- To allow pupils' achievements to be recognised and rewarded
- To ensure that the curriculum intent of all subjects is closely followed by assessment at suitable points chosen by each HoD.
- To inform parents of the progress that their child is making.

### 4.3 Responsibilities

#### 4.3a Teachers

- Teachers are responsible for ensuring that all pupils in their classes are suitably prepared to sit formal exams.
- Teachers must ensure that the content of the exams has been thoroughly covered through the schemes of work.

- Teachers should have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to enable all pupils to be fully prepared for an exam.

## **4.3b Heads of Department**

- Heads of department are responsible for ensuring that assessments are differentiated for different abilities and specifically matched to each of the schemes of work to enable all groups of pupils the opportunity to succeed.
- Heads of department must ensure that assessments are checked and verified as fit for purpose by the SLT line manager.
- Heads of Department must ensure that the curriculum is appropriate and directly linked to the assessments.
- Ensure a shared rationale is consistently applied across all reports completed in the department.

## **4.3c Senior Leadership Team**

- The Senior Leadership Team are responsible for checking and verifying that internal assessments are 'fit for purpose'. They will track the progress made from assessments and monitor the evaluation of assessments which will principally take place through department reviews, classroom observations of teaching, learning and assessment.

## **5. Review of the Teaching, Learning and Assessment Policy**

A full review of the policy will be undertaken in September 2024.

### **Review of Policy**

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the Governors at the meeting of the Standards and Effectiveness committee.

Date last reviewed: Spring Term 2024

Next Review due: Spring Term 2024

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ On behalf of the Governors