



**Teaching and Learning
Handbook
(2017)**

**Willingdon
Community School**

WILLINGDON COMMUNITY SCHOOL

Teaching and Learning Handbook (2017)

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1. Curriculum Statement

The school aims to provide a broad, balanced, personalised and challenging educational experience, which will build on students' experiences in the primary phase of their education.

In line with the school's equalities policy the school seeks to develop, through its curriculum content and delivery, students' understanding of the diverse nature of both the school and the wider local community, and of the national and international contexts in which they live their lives.

The curriculum aims to provide all students, regardless of gender, special educational needs or disabilities, socio-economic background, race or religion, with the knowledge, understanding, skills and attitudes which are necessary if they are to become:

- successful learners who enjoy learning, make progress and achieve the best they are capable of;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

We recognise that the curriculum is far more than a series of planned learning activities, a set of subjects, a syllabus or a course. In addition to the organisation and content of the formal curriculum provision, it involves the culture and learning environment of the school, the academic and personal support and guidance students receive during their time at school, the extra-curricular opportunities available to students, and the opportunity to work with a wide range of adults, and other students, both within and outside of school. The curriculum should be viewed as the totality of all the learning experiences (mainly planned, but sometimes unplanned) a student encounters during his/her time at school.

However, since many aspects of such a comprehensive view of the curriculum are developed in detail in separate school policies and statements, the present policy will confine itself to covering:

- curriculum entitlement and choice;
- teaching and learning strategies;
- assessment;
- homework;
- reporting to parents.

2. Curriculum Entitlement and Choice

The curriculum at Willingdon Community School offers a broad, balanced, personalised and challenging educational experience, which builds on students' experiences in the primary phase of their education. It aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become successful learners who enjoy learning, make progress and achieve the best they are capable of.

The curriculum model at Willingdon is a dynamic model, reviewed annually to take into account educational developments at national, local and school levels. The school is committed to maintaining high levels of achievement in the core subjects of English, mathematics and science; at the same time we continue to place a high value on the humanities and creative subjects, and provide a wide range of opportunities for students to pursue their interests in these areas at GCSE level. The school places a high value on the EBAC suite of qualifications and ensures that students for whom this route is a desired or essential choice have access to the appropriate range of options. The school's uptake of EBAC is increasing year on year.

At Key Stage 3, the curriculum complies with our statutory obligations to provide courses in National Curriculum subjects: English, mathematics, science, history, geography, French, design technology, ICT, art, music, drama and P.E., together with religious education (delivered as 'Ethics and Philosophy'), citizenship, careers education and sex education. Although still part of a three-year Key Stage 3, the year 9 schemes of work are designed to introduce students to areas of study, learning styles, and assessment procedures that they will encounter in Key Stage 4. Some subjects, including science, art and ICT, begin elements of their GCSE courses in year 9. Students are taught in ability sets for English, mathematics and science; other subjects follow the setting for English, while others are part-set or are taught in mixed ability classes.

As a school with a fully comprehensive intake, Willingdon is committed at **Key Stage 4** to providing an appropriately differentiated and yet challenging curriculum for all of its students. Students are offered a broad range of subjects, mostly at GCSE level. Sufficient flexibility is built in to the model, however, to ensure that we meet the individual needs, strengths and aspirations of each learner as they make their choices. Every student follows examination courses in English (Language and Literature), mathematics and science (double or triple award), together with four other subjects in current Year 11 and Year 10. At KS4, students are taught in ability sets for English, mathematics, science, and core PE, and for the most part in mixed ability sets for their optional subjects. We have revised our KS4 curriculum carefully in light of the new, more challenging GCSEs and from September 2017 students in Year 10 will take 3 options rather than 4 to enable more curriculum time to be devoted to the more demanding content in all GCSE subjects. In addition, from September 2017, the timetable will be over a one week cycle with lesson duration of 50 minutes to replace the two week cycle of 60 minute lessons.

Key Stage 3 Curriculum

Periods per 2-week cycle:-

	Year 7	Year 8	Year 9
English	7	7	7
Mathematics	6	6	6
Science	7	7	7
French	5	5	5
Des. Tech/Drama	4	4	4
Geography	3	3	3
History	3	3	3
Ethics & Philosophy	2	2	2
Art	3	3	3
Music	3	3	2
P.E.	3	3	3
ICT	2	2	3
PSHE	1	1	1
Citizenship	1	1	1

Key Stage 4 Curriculum

Periods per 2-week cycle:-

	Year 10/11	
English	8	9
Mathematics	7	6
Science	10	10
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4(humanities)	5	5
P.E./PSHE	4	4
Ethics & Citizenship	1	1

Monitoring, evaluation and review

The school's curriculum provision is monitored and evaluated through the Senior Leadership Team, the Teaching and Learning Committee and the Governing Body. The model was reviewed most recently in January 2017 with changes to be implemented in September 2017.

3. Teaching and Learning Policy

a.) Lesson Planning

Good planning underpins good practice. It helps to ensure that teaching is focused on what students need to learn to make progress.

Long and medium-term planning

Each department has in place a long term plan in the form of an overall map of what is to be taught; this is drawn from the National Curriculum for KS3 and from individual subject specifications for KS4. In addition, departments have drawn up more detailed medium-term plans in the form of schemes of work, and these provide the structure within which planning for individual lessons or groups of lessons, can take place. These also include any contribution individual subjects are required to make to cross-curricular themes.

Short-term Planning

The school's teaching and learning policy allows for variations in the way short-term planning is approached, from subject to subject.

Where it is considered appropriate, in departments where subject *content* is specified in the programmes of study or examination specifications, departments might follow common lesson plans, which have been drawn up collaboratively, and which share learning objectives, key questions, lesson structure and resources (for example science, ICT).

In other departments, where subject content is less directed, individual members of staff may follow their own pathways through the medium-term plan, devising their own lesson-to-lesson plans (for example English, art).

Unless being formally observed, staff are not expected to complete a full lesson plan proforma for each lesson they teach. The minimum expectation is that staff will note the learning objective, and one or two other key elements of the lesson, including the literacy element, in their planners, and will be able to show in their **lesson delivery** that they have had in mind the following considerations when planning:

Key elements of good lesson planning

- based on prior attainment and knowledge of students;
- learning objectives and success criteria expressed in language which is accessible to students;
- a clear structure for the lesson which should incorporate explicit opportunities for students to reflect on and articulate what they know and can do;
- key questions
- specific activities to be undertaken, encompassing a range of different learning styles;
- regard to the specific needs of individuals or groups (boys, SEND, PP, EM, GRT, CLA, LAC and low, middle and high ability students)
- effective use of Teaching Assistants as appropriate;
- literacy elements relevant to the lesson such as key vocabulary or particular approaches to reading/writing;
- use of resources;
- homework to be set using SMH.

A full written plan will be required when a formal lesson observation is taking place.

nb lesson planning is of vital importance, but it is also important to note that it should not be regarded as a straightjacket – there will inevitably be times when modifications will need to be made to meet the evolving dynamics of a lesson.

b.) Classroom Organisation and Management

The most successful teaching and learning takes place in a classroom environment that is settled and purposeful, where expectations are clear, and where strategies are employed which enable any instances of low level disruption to be dealt with as quickly and as effectively as possible.

It is important that there is consistency of approach in these matters, so that positive student behaviour and attitudes to learning are developed and constantly reinforced across the whole curriculum.

Standard procedures to adopt for the smooth running of lessons are as follows:

- prepare the room as far as is possible in advance, including resources and equipment to be used;
- aim to be at the door of the classroom as students arrive, to determine the entry procedure into the room, and a prompt and brisk start to the lesson;
- welcome students positively - be in control of what goes on in the room from the start;
- take charge of seating arrangements – do not let students dictate where they sit. The seating plan should entail a boy/girl arrangement as far as is practicable;
- explain to students your classroom rules and routines, and the rationale behind them – make clear the consequences for disregarding them;
- take the register at an appropriate point in the lesson, with minimum interruption to learning - do not let it delay the start or disrupt the flow of the lesson (registration for lesson 6 is statutory and must be taken at the start of the lesson);
- do not let latecomers disrupt the unfolding of the lesson - deal with them at an appropriate time during or at the end of the lesson;
- be clear about when quiet focused individual work is required, and when students can collaborate, so that you are not trying to teach, and students are not trying to learn, against a background of distracting noise;
- follow the school's Behaviour Policy to deal with students whose behaviour is disrupting teaching and learning;
- emphasise and praise the positive events that occur in the classroom, praising good behaviour as well as good work and reward with achievement points (at least three students per lesson);
- make sure students are engaged throughout the lesson – no 'dead time', particularly at the start and finish of lessons;
- ensure a positive and orderly end to the lesson by managing plenary time and the giving of homework efficiently, and by taking control of how students exit from the classroom.

c) Lesson Delivery

Careful lesson planning and effective classroom management techniques work together to provide the foundations on which successful teaching and learning can be built.

The school policy recognises the following as contributing characteristics of a successful lesson:

- the lesson is set clearly in the context of the 'bigger picture', so that students understand the link between the individual lesson and the unit of work of which it is a part. They therefore understand **why** they are being asked to do what it is they are doing;
- students are clear from the start about what they are going to **learn** (not just what they are going to **do**), and **how** they are going to learn it, as well as how it will fit in with what they know already;
- knowing '**what, how and why**', students are active participants in the learning process, rather than passive recipients of the teaching;

- a **starter activity**, although not compulsory, is desirable as it engages the students' interest right at the start of the lesson. The activity should be brief, fast paced and inclusive, and most effective when it is linked directly to the main focus of the lesson;
- the **learning objectives** for the lesson are expressed in language that the students can understand, and the **success criteria** are made clear, or developed in conjunction with the students, so that students can assess their own progress at appropriate points in the lesson, and by the end of the lesson can articulate clearly what they feel they have learned;
- in setting the **learning objectives**, opportunities should be given for students to experience rising levels of challenge, from remembering, through understanding, applying and analysing, to evaluating and creating;
- **learning objectives** are written up and remain visible throughout the lesson, to be referred to at key moments of recapitulation and review;
- when appropriate, teachers actively teach the whole class, or groups, differentiating activities appropriately according to student abilities, and make effective use of the **Teaching Assistant** as a support for individual or small group learning;
- opportunities are provided for independent learning;
- the lesson is well structured, using a variety of **teaching techniques**, and is broken down into a series of activities which provide opportunities for students to experience a range of **learning styles**;
- effective, interactive use is made of the IWB/ Active Inspire, to engage and involve students in their learning;
- **pace** and momentum are maintained throughout the lesson;
- **expectations** are high for all levels of ability; all students are expected to be **engaged**, and a range of interactive techniques is used to ensure full participation;
- **mini-plenaries** are used at appropriate points in the lesson to measure progress, and a plenary at the end of the lesson to engage students actively in explaining or demonstrating what they have learned, and to help them reflect on how they have learned it; links are made with work previously done, and work to be done in the future.

Monitoring, Evaluation and Review

Directors of Learning (DoLs) /Leaders of Learning (LoLs) will be responsible for ensuring that the procedures outlined above are followed, and for evaluating the effectiveness of their department's practice. An SLT review of each department's practice will take place annually. The Governing Body will review the Teaching and Learning Policy in term 6, 2017.

4. Assessment Policy

A rigorous and consistent system of assessment across the curriculum will:

- help students understand how they can learn and make progress most effectively;
- inform teachers' evaluation of their schemes of work and next-steps planning for learning and teaching;
- provide a clear picture of student attainment and achievement.

The school's approach to assessment therefore will cover the following three linked aspects:

a.) **Day-to-day assessment: Assessment for Learning – an integral part of learning and teaching, focusing on the interactions between learners, and between learners and their teachers, and used to shape *immediate* next steps.**

AfL will:

- acknowledge and reinforce learning;
- identify when learning has not taken place;
- allow the planning of the next stage of work;
- provide opportunities for students to discuss and evaluate their own and others' learning, and set their own targets.

b.) **Periodic review which provides a regular, *more comprehensive* profile of students' achievement in a subject, and which is used to inform planning for progression, to set student targets for improvement, and to help track student, class and cohort progress as the year unfolds.**

This will:

- be based on core assignments detailed in KS3 and KS4 schemes of work;
- be assessed using assignment-specific GCSE criteria, drawn from subject specification assessment objectives.

c.) **Summative assessment – which provides a *formal* recognition of students' achievements: for example the KS3 final teacher assessment level, the grade achieved for a KS4 controlled assessment or the final grade achieved in an external examination.**

This will:

- provide evidence for what students have attained at the end of a period of time, or at the end of a particular unit of work;
- enable departments and the school to measure the progress students are making against prior attainment;
- form the basis of a formal report to parents;
- provide information for others with legitimate interests e.g governors, OFSTED, the local authority.

All three types of assessment will enable the effectiveness of the learning and teaching process to be judged, so that less effective practice can be recognized and improved, and good practice reinforced and shared.

General Principles

The school's policy on assessment is based on the following basic principles, which will be common to all departments:

- the process should always be sensitive and constructive, as any assessment has an emotional impact;
- staff should be fully aware of the details of the individual learning plans of students with special needs, and be especially mindful, in planning, of the particular needs of those students on the vulnerable/inclusion register, and of the progress they are making;
- assessment should form an integral part of the teaching and learning process;
- opportunities for assessment should be built into schemes of work;
- assessment should be appropriate to the task and to the particular students involved;
- assessment should be based on a wide range of activities and outcomes, drawn from the day-to-day, periodic and summative aspects of the process;
- assessments should include positive feedback, indications of what could be improved, and a target for the future;
- success criteria should be clear, and shared with the students; opportunities should be available for students to draw up their own success criteria;
- staff should use assessment information to evaluate their teaching programmes;
- assessment should be consistent within and across departments, and each department should develop assessment procedures which reflect the principles of the whole-school policy;
- the system should provide a clear picture of student progress which can be easily understood by students, parents, governors, and outside agencies.

Assessment for Learning

Assessment for learning (AfL), sometimes referred to as formative assessment, lies at the heart of good teaching and learning., and has been defined as follows:

“all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and William 2003);

“ the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how to get there” (Assessment Reform Group 2002).

To ensure maximum effect from AfL it is important to establish a good climate for learning within each classroom and throughout the school. Classrooms should represent an appropriate learning environment, through the use of display materials, the accessibility of resources, arrangement of furniture and so on. The atmosphere should be relaxed, but focused and purposeful. There needs to be mutual respect between teacher and students, with students feeling confident and secure enough to participate in the assessment process.

Good AfL practice can be grouped under the following headings:

- sharing learning objectives, learning outcomes and success criteria with students;
- providing students with opportunities for devising their own success criteria;
- effective questioning;
- written feedback (comment marking);
- student response to their teacher's comments and targets;

- peer and self-assessment;
- modelling;
- using summative assessment formatively, to set, and help students set, curricular targets.

To ensure that effective learning is taking place, the school's expectation is that these will be built into schemes of work and lesson plans, and evident in the learning and teaching taking place in the classroom.

Marking and Grading

Based on the evidence of its work in AfL in recent years, the school recognizes that assessment is *most effective* when it takes the form of an on-going dialogue between teacher and student while the work is in progress - the written possibilities additional to oral exchanges in the classroom, offered by electronic dialogue eg e-mail, and the interactivity offered by such systems as My Maths, have developed very effectively as forms of comment marking to support student learning. This form of 'marking', by its very nature, tends to be more ephemeral, and difficult to gather together as evidence of good practice, to sit alongside the end-of-assignment marking which has always been standard practice. Additionally, much work is now submitted for final assessment in various electronic forms, both written and oral, rather than in 'hard copy'. In the light of all these developments, the school recognizes that it will not always be possible to judge the effectiveness of a department's marking practices merely by an inspection of exercise books or files.

Additionally, depending on the nature of each individual subject and the requirements of their examination boards, there will be variation between departments in the way that they each organize the marking and grading of work.

Nevertheless, there are certain characteristics that should be a clear feature of all formal assessment:

- formal assessments should take place sufficiently frequently to enable a firm judgement to be made about the student's level of attainment and progress made;
- all departments should have a common core of assignments which are to be formally graded or levelled. Details of these for KS3 should be available on a proforma at the front of each student's exercise book, workbook, or (electronic) folder; details of KS4 core assignments are made available to students at the start of the course;
- grading needs to be a realistic assessment of student capabilities – the full range needs to be used, so that assessment is accurate and reflects expected end of year outcomes. This applies equally to internal testing or examinations;
- formal assessment pieces should be graded with comments, and returned to students promptly: KS3 and GCSE homeworks should be marked and returned within a period of two weeks; KS3 core assessments, and GCSE controlled assessments if marked internally, should be moderated, and the grades (making it clear in the case of the latter that they are as yet unvalidated) shared with students, within a period of two to three weeks;
- students should keep an up-to-date record of their grades on the proforma kept in their exercise books, workbooks or (electronic) folders;
- there needs to be consistency of assessment across each department, with a common understanding of the quality of work expected for a particular grade (electronic folder of exemplars recommended, and made available to students);
- regular standardization and work scrutinies should take place;

- students need to understand what criteria each individual piece of work will be assessed by (often there may be a very limited focus for assessment); these should be expressed in language students can understand;
- comments given while work is on-going, or accompanying a grade, should where possible include a positive comment acknowledging strengths and successes, point out areas for improvement, and set a specific target for the future, relating to the learning outcomes. All teacher comments should be written in green;
- staff should ensure that handwritten comments are legible;
- students should be given time to reflect on and respond to comments and targets during lessons and this should be done in purple pen;
- not all written work needs to have an attainment grade on it when given back to students – it should be made clear to students which pieces are to be formally assessed and which not;
- classwork not intended to be formally assessed, at both key stages, should be checked and acknowledged as satisfactorily completed or not every three weeks; this is also an opportunity to check presentation, care of exercise books etc;
- all subjects should contribute to the development of literacy skills including, but not merely, the spelling of subject-specific vocabulary where necessary – see literacy marking policy;
- in addition to the above procedures relating to summative assessment, all subject areas should incorporate peer- and self- assessment and self-evaluation procedures within their overall system of assessment – to be completed in red pen by students.

Key Stage 4:

- Current Year 11 are taking new style GCSEs graded 9-1 in English literature, English language and Maths. They will take legacy GCSEs in all other subjects graded from A*-G.
- Current Year 10, as well as the new GCSEs in English and Maths, will also take new styles GCSEs graded 9-1 in Art and Design, Biology, Chemistry, Computer Science, Double Science, Drama, Food preparation and Nutrition, Geography, History, French, Spanish, Music, PE, Physical and RE. Many of these subjects have much heavier exam content than in previous years and controlled assessment components have been removed from several subjects.
- Due to the changes at GCSEs and the ways that student and school performance is now measured we have decided to reduce the options from 4 subjects to 3 subjects which will allow more time to be spent on core subjects and on the options covered. For current Y9 there are further GCSEs joining the 9-1 GCSE grading system including: Business, Design and Technology and Sociology.

Key Stage 3,

National Curriculum grades range from grades 1 to 9 in all subjects.

It is expected that all departments will follow the school's Literacy Marking Policy (see separate Literacy Policy).

Recording

The system for recording summative assessment data needs to be maintained consistently across departments; individual student records need to be accurate, complete and kept up-to-date. It is important that the system is manageable and easily accessible to all staff. It should also provide for students keeping a record of their own indicator grades and grades achieved.

Procedures

- Assessment Manager will maintain up-to-date records of each student's National Test/Teacher Assessment data, their indicator grades and, where relevant, an indication of their being on the SEND/PP/LAC/EM/GRT registers;
- the main electronic record-keeping system used by departments should be the SIMS Assessment Manager and the results of all formal assessments should be recorded on the appropriate marksheets at agreed times;
- the school's data manager will assist departments in the setting up and maintenance of their marksheets, and at key points in the assessment cycle, will provide Directors of Learning with progress spreadsheets and grids to facilitate analysis of the data produced.

Monitoring Evaluation and Review: DoLs and LoLs will be responsible for ensuring that the procedures outlined above are followed, and for evaluating the effectiveness of their department's practice. The Governing Body will review the Assessment Policy every second school year.

5. HOMEWORK POLICY

Homework is a valuable and essential part of school work, which contributes to raising achievement by providing a variety of worthwhile learning experiences additional to those provided in the class room.

Homework:

- provides opportunities for students to work independently and to take responsibility for organizing their work;
- helps students recognise the link between good study habits and higher standards of achievement;
- checks that students have understood classwork;
- consolidates or extends work covered in class;
- prepares for future lessons;
- extends curriculum time to enable Key Stage 3 and GCSE syllabuses to be covered;
- strengthens liaison between home and school.

Principles:

- a range of homework tasks should be set as appropriate to individual subject areas, including written and reading tasks, learning, researching, conducting simple experiments or making models, sketching and designing, and carrying out surveys and interviews; these should be included in departmental Schemes of Work;
- homework practice should be consistent across the department;
- the principles of differentiation which operate in the classroom should also apply to homework tasks, so that both the less able and the more able are given opportunities to achieve at the highest levels they are capable of; it should be borne in mind that set 4 students may find it very difficult to work independently at home on many tasks, particularly written ones;
- the same high standards of work – content and presentation – should be expected from homework as from classwork;
- written homework, where appropriate, should be marked and graded according to the school's assessment policy.

Timing and Quantity:

Key Stage 3 students should expect to be set homework every week in the following subjects: **English, mathematics, science and French** and fortnightly in geography and history. Homework will be set when appropriate in art, music, IT, design and technology and ethics. Students should therefore expect to have homework to do in one or two subjects most evenings.

There is no formal homework timetable with specific evenings allocated to specific subjects, since students in any one tutor group belong to a number of different teaching groups being taught a particular subject at different times of the week. Students therefore need to be helped to see the importance of planning their time sensibly, so that work does not accumulate, and deadlines are not missed. Adequate time should always be allowed for completion of homework. Requiring homework to be done for the next day should be avoided as far as possible, as students may have family or extra-curricular commitments on certain nights. The amount of time spent on homework will vary considerably between individual students, and will be influenced by differing levels of ability and commitment. It is therefore not possible to give students more than an approximate expected duration for a homework task. Students in Years 7 and 8 should expect to spend around 30 minutes per homework on each of the core subjects – English, maths and science – and up to 30 minutes on each of the rest. In Year 9, students should expect to spend a maximum of one hour per week on the core subjects, and 30 minutes on each of the rest.

Key Stage 4 (Years 10 and 11): at Key Stage 4, most students currently study 9 or 10 GCSE subjects and should be set approximately one hour per subject per week for homework. Students should therefore expect to have the equivalent of approximately two hours' homework per evening over the week. This should increase in Year 11.

Homework in KS4 is often likely to extend over several weeks and students should be expected to take an increasing level of responsibility for planning how and when they will tackle such work. Subject teachers should ensure that such work is monitored weekly, to ensure that progress is being made and that final deadlines will be met. Should students fall behind, the sanctions outlined below should be implemented without delay.

Procedures/Monitoring

- The school has invested in Show My Homework (SMH) which is the system that should be used by all teachers to set and publish homework so that it is accessible to be viewed by parents and students remotely.
- In addition, in the event of students not being able to access SMH for any reasons, planners are used for recording the homework tasks set in the lesson. Subject teachers should ensure that the task is explained clearly (and written on the IWB), with the date for handing in, and that adequate time is allowed to note the details down. Work can be set at any time during the lesson, at an appropriate moment;
- the planners of those who require help with this should be checked, or the teacher or Teaching Assistant should write in the planner for the student;
- concerns about the standard of homework, or non-completion can be transmitted to parents through the planner, or by telephone or e-mail. **All parents have a 'parent version' of the school's homework policy;**
- tutors should check planners weekly, to ensure that homework is being noted down, and done, and that students are getting their parents to sign the planner;
- a record of the homework tasks set is available on SMH (from December 2016). This provides evidence of departmental practice, for example should parents query our homework policy or require details of what homework has been set over a certain period of time.

Sanctions

- the planner can be used to inform parents of any failure to complete or hand in homework; the new deadline should be clearly stated, and any sanction to be imposed if this is not met;
- Students can also be given a break-time detention, or an after-school departmental detention. Parents are informed of the latter in writing, using a standard electronic proforma. If the problem persists, parents may be invited to school to discuss the situation;
- All departments should make use of the full range of sanctions, applying them in the way that best suits their individual departmental circumstances (availability of rooms at lunchtime, size of department, frequency with which students are taught, types of homework set). There is currently, therefore, no whole-school policy on homework sanctions.

Monitoring, Evaluation and Review of Policy

DoLs and LoLs will be responsible for ensuring that agreed departmental procedures for setting homework and implementing sanctions are followed. The Governing Body will review all curriculum policy documents every second school year.