### SCHOOL CURRICULUM POLICY

### Purpose

At Marshfields School we aim to prepare our young people for the opportunities, responsibilities, and experiences of adult life through spiritual, moral, cultural, emotional, academic, and physical development. We believe that learning is an enjoyable, lifelong process and we will inspire, challenge, and support our pupils by recognising individual needs and talents. By providing a broad and balanced range of learning experiences we will encourage all pupils to achieve their potential and exceed their expectations.

Philosophy

The curriculum we provide at Marshfields endeavours to provide a relevant

curriculum which primarily addresses the diverse and complex needs of the pupils at the school and as far as possible.

Equal opportunities & Inclusion

Marshfields offers equal opportunities to every child from all backgrounds, regardless of gender, beliefs, sexuality, disability, and ethnicity in all aspect of the curriculum and school life.

Curriculum Aims:

The curriculum provides opportunities for each pupil to:

• develop literacy, numeracy, ICT, and oratory skills

• develop self-confidence and raise self esteem

• develop emotional literacy and social skills

• develop cooperative skills and a mutual respect for the needs and rights of others

• promote self-discipline, intellectual challenge, high expectations and independent enquiry

• acquire the knowledge and skills relevant to adult life and employment

Marshfields aims to provide:

Continuity of learning and early identification of individual needs by ensuring:

* accurate baseline assessments are made using information from schools and induction assessment.
* parity with mainstream in core subjects.
* close liaison with all schools and involved professional agencies.
* adherence to SEN procedures (see SEN policy)
* cross-curricular development of basic literacy, numeracy, and ICT skills.
* staff understand appropriate progression routes and the links between the mainstream and post 16 curriculums.

Pupils attending Marshfields are offered a curriculum of GCSE, Entry Level, BTEC and Vocational subjects, additional qualifications, and College placements. This curriculum has been carefully designed to prepare the young people well for their chosen Post 16 pathway, and to give them the best chance of success in their working life.

Marshfields staff are committed to improving the life chances of young people through engaging them in learning that will enable them to achieve and excel.

All pupils are offered a broad and balanced curriculum including English, Maths, Science, Humanities, Computing, Food, D&T, Forest School, and Art. Pupils receive an extensive programme of Spiritual, Moral, Social and Cultural (SMSC) learning delivered daily during their timetabled sessions.

A PSHE programme in line with the British Values agenda underpins the whole curriculum.

A strong emphasis is placed on English and Maths to raise literacy and numeracy skills, as many of our pupils are low prior attainers in these areas. However, we understand that English and Maths

lessons are a common area of difficulty and issue for our students when they were at mainstream school therefore whilst students receive 4 and 3 lessons of English and Maths respectively a week, they also receive literacy and numeracy throughout our curriculum. This is coupled with extra 1:1 and intervention sessions for students who need extra support in their literacy and/or numeracy. This lessens the risk of refusal to engage with the timetable whilst still ensuring students follow a broad and balanced curriculum that meets their specific needs.

Organisation of the curriculum

Primary Phase

The curriculum complies as closely as possible with the Primary National Curriculum. Learning is linked to key texts and cross curricular links are made wherever possible to facilitate a broad and balanced curriculum.

Below sets out roughly how many sessions are spent weekly on each subject area although cross curricular learning means they may not always be discrete lessons. Depending on the text some weeks may have a heavy subject focus, history, or science for example. The selection of texts is carefully considered to ensure coverage of all subjects over time.

|  |  |
| --- | --- |
| Subject | Primary Phase |
| English | 4 |
| Mathematics | 3 |
| Science | 3 |
| PE (inc. Swimming) | 2 |
| Humanities | 2 |
| Art/DT | 2 |
| Food | 2 |
| PSHE | 1 |
| Forest School | 1 |
| Computing | 1 |

KS3

At KS3 the curriculum complies as closely as possible with the requirements of the National Curriculum and is currently organised as follows:

|  |  |
| --- | --- |
| Subject | Key Stage 3 |
| English | 3 |
| Mathematics | 3 |
| Science | 3 (2 in Year 7) |
| PE (inc. Swimming for Y7) | 2 |
| History | 1 |
| Geography | 1 |
| Religious Studies | 1 |
| Art | 1 |
| DT | 1 |
| Food | 1 |
| PSHE | 1 |
| Forest School (Year 7 only) | 1 |
| Computing | 1 |
| Performing Arts | 1 |
| Form Time | 5 |

KS4

The KS4 core curriculum is comprised of English, Maths, PE, Science, Art and PSHE. In addition, students in Year 10 have one in-house options choice and one offsite options choice. Students in Year 11 have three in-house options choices. The curriculum is currently organised as follows:

|  |  |
| --- | --- |
| Subject | Year 10 & 11 |
| English | 3 |
| Mathematics | 3 |
| Science | 3 |
| PE | 1 |
| Option Subjects x 3 | 3 (9) |
| PSHE | 1 |
| Form Time | 5 |

Key Stage 4 Optional Subjects

|  |
| --- |
| GCSE Art |
| BTEC Sport |
| WJEC EL Humanities |
| NCFE Food |
| GCSE Design |
| IMI Mechanics |
| Arts Mark Performing Arts |
| INGOTs Computing |
| Open Awards Small Animal Care |

* Option courses are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group.
* The options system is currently organised on a free choice basis with blocks constructed to enable the maximum number of students to be placed on their preferred courses
* Selection by ability forms no part of the options placement process at KS4. However, guidance around which pathway is most suitable for is made in consultation with staff based on a student’s achievement in that subject area

Post 16

The Post 16 curriculum is designed to follow-on from Key Stage 4 courses by allowing SEND students to develop the skills they will need to live and work independently. For some students this

can be achieved in one year, when they then transfer to a post-16 college provider. Other students require longer to embed these skills, and these students can remain at the Post 16 provision at Marshfields until Year 14.

Marshfields Post 16 provision offers the following courses:

|  |  |
| --- | --- |
| Course and qualification  | Post 16 |
| Functional Skills English, Entry Level 1, 2, 3 | 2 |
| Functional Skills Maths, Entry Level 1, 2, 3 | 2 |
| ASDAN Gold/Silver/Bronze Award | 1 |
| Option Subjects x3 | 3 (9) |
| PE | 2 |
| Work Experience | 4 |
| PSHE | 5 |

Post 16 Option Subjects

|  |
| --- |
| GCSE Art |
| BTEC Sport |
| WJEC EL Humanities |
| Arts Mark Performing Arts |
| INGOTs Computing |
| CACHE Childcare E3/L1 |

Students can also study for a course which is provided off-site at - City College Peterborough, Hospitality & Catering. These courses have been chosen to support students in making the transition to further education successfully. A member of Marshfields staff attends the sessions with students to ensure that they are supported and make the progress required to pass the course.

Work Experience

Work Experience is an integral part of the Sixth Form curriculum. It provides students with the opportunity to gain insight and experience of the world of work. They will be expected to attend their work experience on time, with their relevant equipment. This ensures that work experience also prepares students for when they gain employment later in their lives.

Work experience also gives students a firsthand opportunity to develop skills needed to work successfully as part of a team.

Work experience also contributes to school-based studies and qualifications, particularly the ASDAN qualification.

At Marshfields we ensure that each Sixth Form student will take part in work experience for at least one school day per week throughout the academic year.

For some students this will be a group-based activity supported by school staff. Most students will progress onto an independent placement as and when their confidence and independence allow.

Preparing for adulthood

Our varied curriculum gives room to learn, develop and practice vital skills needed for students to prepare best for a productive adult life. We look to help improve their life outcomes by giving them as many experiences possible in their time with us. The four areas of Preparing for Adulthood are:

* Employment – ensuring Marshfields students are ready and able to access the world of work.
* Independent Living – ensuring all Marshfields students begin to understand the skills they will need to live on their own. This includes managing money and keeping themselves safe and

clean.

* Friends, relationships, and community – Marshfields students will form positive relationships during their Sixth Form experience, not just with their peers but with employers, local colleges, members of the community and social care services which are available to them.
* Good health – learning about caring for themselves independently, knowing when to seek help from health providers.

These four areas form the intention of the whole school curriculum: to ensure our students are employable, healthy, independent members of their communities.

Further information about preparing for adulthood can be found on the PfA map that can be found on the school website.

Grouping arrangements

* At all key stages’ subjects are taught in groups according to need
* Any changes to groups made throughout the academic year should be communicated to parents verbally or in writing via the SIMs system
* Selection of groups is based on a variety of sources, including:
* Prior and current attainment
* External tests and achievement data, for example KS2 SATS, CATS and KS3 tests
* Teacher assessment based on all skills, not solely written skills.
* Student behaviour is not a criterion for selection. Requests for students to be moved groups should be thoroughly discussed and focus on the impact on the student’s motivation and learning. All teaching groups must be designed to maximise learning outcomes.
* All stakeholders: students, teachers and TAs should be involved in the process determining effective groupings. Consultation should also include SLT line managers.
* Alphabetical codes (e.g., Group A – Group C) are attached to groups for purposes of timetabling.
* It is permissible for departments to have single sex groups provided it can be justified that, in doing so, it is going to raise standards of attainment for both genders
* A range of teaching strategies based on knowledge of students’ prior learning and preferred learning styles
* Differentiated resources.
* Within class groupings
* In-class support
* Use of more able as “lead” learners – involving students in their own learning
* It must be remembered that students gain a sense of personal improvement by being exposed to regular formative feedback within the same group. Because Marshfields hopes to develop both self-esteem and attainment of all students, Departments will:
* Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals in attainment is below expectations
* Plan opportunities for students to move groups, informing parents/carers to strengthen the home-school partnership as well as other appropriate external agencies that may be supporting a student.

Severe Learning Difficulties

As a school student intake is broad even in terms of SEND. As such some learners may be classified as SLD.

Learners with severe learning difficulties (SLD) have very significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile. This has a major effect on their ability to participate in the school curriculum without support.

Learners with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence, and social skills. The majority remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign and symbols, but most will be able to hold simple conversations. Their attainment levels may be expected to remain at or below Level 1.

If identified as SLD, learners will receive a curriculum that is structured similarly to that of other students but encompassing more of the above factors.

### Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging and remissions, collective worship, drugs, equality, health and safety, homework, lettings,

nutritional standards, performance management, school visits, SEN, sex education, staff discipline, and teaching and learning.

### Roles and responsibilities of Headteacher, Deputy Headteacher, other staff, and the Governing Body

The **Headteacher** will ensure that the **Deputy Headteacher** will be responsible for the curriculum and ensure:

* all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking, and listening), and the use of information and communications technology
* the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
* where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
* the procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations, and what is required to help them improve

The Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum. It is the responsibility of the headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **Governors** will ensure that:

* it considers the advice of the Headteacher and Deputy Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
* parents and carers receive timely reports on the progress of their child against clearly defined expectation
* Partner schools (as above for parents and carers)
* it participates actively in decision-making about the breadth and balance of the curriculum.
* staff understand that political issues must be presented to students in a balanced way.

### Arrangements for monitoring and evaluation

Monitoring the effectiveness of the curriculum

* the DHT in charge of curriculum is responsible for monitoring how the curriculum is implemented across the school
* the link SLT is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible
* monitoring of the curriculum and its effectiveness on student learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data, book looks and department reviews
* the governors monitor the effectiveness of the Curriculum:

The Governors will receive an annual report from the Headteacher on:

* the standards reached in each core subject (Maths and English, by every year group)
* the standards achieved at the end of each key stage by gender and ethnicity, the standards achieved by students with special educational needs and groups deemed to be vulnerable.
* the number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored, and the progress made by those students
* the evidence of the impact of external intervention and support and national strategies on standards
* the views of staff about the action required to improve standards
* the nature of any parental complaints

Literacy and English

PRINCIPLES: -

* At Marshfields, English language education is recognised as an integrated and fundamental component of the whole KS3 and KS4 curriculum.
* All teachers at Marshfields share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities as outlined in The National Curriculum / National Literacy Strategy.
* Students will learn to communicate effectively through spoken and written language to enable them to function in everyday life.
* We accept the fundamental principle that literacy is the key to improving learning and raising standards of attainment. It enables students to gain access to the subjects studied in schools and to read for information and pleasure.
* Poor levels of literacy impact negatively on what students can achieve and how they see themselves.
* We believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world.

AIMS: -

Our main aim at Marshfields is to ensure that all students have full access to a broad and balanced English curriculum, whilst meeting individual needs and being given every opportunity to become effective readers, writers, and communicators. We aim to recognise and maximise the potential of each student, to raise individual literacy levels at every level of ability whilst developing independent, confident learners.

STRATEGIES: -

* To adopt a whole - school approach to literacy.
* To enable students to reach their potential in all the key literacy skills areas including speaking and listening.
* To raise staff awareness of key literacy strategies.
* To encourage staff to develop literacy in their own subject areas (through the inclusion of appropriate schemes of work and lesson planning).
* To support the development of literacy through the deployment of a range of resources in the school e.g., Learning Resource Centre, ICT etc.
* To identify specific roles and responsibilities within the school about the development of literacy work.
* To establish procedures for monitoring across the curriculum.

ENTITLEMENT: -

We recognise that students spending time at Marshfields arrive with varied literacy levels and experiences of language:

1. many students have a low self-esteem, which prevents them achieving at the level of their ability-such students are often resistant to engaging with learning, as they imagine in advance that they will experience failure, and this may manifest through a variety of challenging behaviour.
2. most young people who have difficulties in the classroom have not fulfilled their potential and have often fallen behind any individual or class level of achievement.
3. other students may have had problems with attendance, and so have missed learning.
4. students may have had negative experiences in their previous school and been placed in inappropriate sets.
5. there is often a need to acquire strategies for coping that enable a young person to approach and cope with a new challenge where instant success is not guaranteed.
6. flexibility in methodology is essential, to suit the young person and the situation, and should always include an element of self-assessment.
7. some young people have already found the challenge in this subject satisfying and need to feel there is opportunity for progress.
8. some students can achieve in the subject but lack motivation.

# PRACTICE:-

We will offer the following opportunities in English, depending on what a student has already covered at school and how confidently learnt:

* to engender greater awareness of communication as a crucial life-skill amongst children, their parents, and other adults.
* students work at their own level, according to their own needs and preferred learning style.

Students will be given the opportunity to: -

1. increase in confidence in their own literacy ability.
2. learn more thoroughly skills that s/he wishes to improve upon
3. gain more understanding of how to enjoy and how to learn language

Teachers - work towards the school's aims by: -

1. freely and generously give feedback, encouragement, praise, and rewards.
2. provide access to nationally recognised qualifications as appropriate.
3. provide opportunities to develop literacy across the curriculum.

MATHEMATICS AND NUMERACY

# PRINCIPLES

We recognise that students spending time at Marshfields arrive with varied experience of mathematics:

* many students have a low self-esteem, which prevents them achieving at the level of their ability. Such students are often resistant to engaging with learning, as they imagine in advance that they will experience failure. This may manifest through a variety of challenging behaviour.
* most students who have difficulties in the classroom have not fulfilled their potential and have often fallen behind any individual or class level of achievement.
* other students may have had problems with attendance, and so have missed learning.
* students with difficulties in the classroom are often placed in lower 'sets' in order not to jeopardise the learning of other students, this increases the level of frustration, because they find themselves revisiting previously learned material.
* there is often a need to acquire strategies for coping that enable a student to approach and cope with a new challenge where instant success is not guaranteed.
* flexibility in methodology is essential, to suit the students and the situation, and should always include an element of self-assessment.
* some students have already found the challenge in this subject satisfying, and need to feel there is opportunity for progress
* other students can achieve in the subject but lack motivation.

**Mathematics: understanding the score** (taken from Mathematics: understanding the score - Improving practice in mathematics [secondary])

At Marshfields it has been recognised that improving practice is on-going and below are some of the main points that need to be taken into consideration:

* The development of students’ understanding of the key concepts is vital.
* Teachers need to have high expectations of students’ enjoyment and achievement and students’ need to be challenged to think hard.
* A spirit of enquiry, developing students’ reasoning skills through approaches that encourage problem solving and investigation is integral to learning mathematics.
* Students need to make sense of ideas and reason and justify their methods and solutions, which needs to be a regular part of their learning.
* Using and applying mathematics means teaching for understanding.

AIMS

At Marshfields we aim to:

* raise the standard of mathematics.
* ensure that individual students achieve their potential in mathematics.
* improve the teaching, knowledge and understanding of the mathematics curriculum.
* support whole school planning, classroom organisation and the use of ICT.
* produce greater awareness of mathematics as a crucial life-skill amongst children, their parents, and other adults.
* to reflect the aims and content of the National Curriculum Mathematics document, Key Stage 3 Mathematics Strategy and GCSE syllabus
* to enable mathematical development for the young people, each at their own level, according to their own needs and preferred learning style.

# PRACTICE

We will offer the following opportunities in Mathematics, depending on what a student has already covered at school and how confidently learnt:

* increase in confidence in their own mathematical ability.
* learn more thoroughly skills that s/he wishes to improve upon
* gain more understanding of how to enjoy and how to learn mathematics
* look at new work that brings a positive step forward in understanding
* explore mathematics through a variety of resources, including ICT when appropriate

Teachers - work towards the school's aims by:

* freely and generously give feedback, encouragement, praise, and rewards.
* provide access to nationally recognised qualifications as appropriate.
* provide Mathematical opportunities across the curriculum.

# SMSC

At Marshfields we recognise that the personal development of students, spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides students.

with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures.

The school curriculum aims to promote students’ spiritual, moral, social, and cultural development and prepare all students for opportunities, responsibilities, and expectations in life.

Moral values, principles and spirituality will be explored throughout the curriculum and especially in R.E. and collective worship in assemblies. The integrity and spirituality of all faiths will be respected and explored. Students are given access to alternative views and a diversity of spiritual traditions.

All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families.

Students are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others.

Students are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

AIMS OF SMSC

* To ensure that everyone in school is aware of our values.
* To ensure a consistent approach to SMSC issues.
* To ensure that a pupil’s education is within a meaningful context and

appropriate to their age, aptitude, and background.

* To ensure that Students know what is expected of them.
* To give each child a range of opportunities.
* To enable each child to develop an understanding of their own identity.
* To enable children to develop an understanding of their cultural and social

environment and an appreciation of the many cultures in our society.

* To give each child an opportunity to explore social and moral issues and

develop a sense of social and moral responsibility.

1. Marshfield’s students’ spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.
* The school promotes spiritual development as part of students’ personal development through:
* The School Rewards and Consequences system
* Religious Education
* All subjects of the curriculum
* Assemblies
* The ethos of the school values, attitudes, and expectations
* Opportunities for reflection on aspects of their lives
* Wonder at the natural world and human achievement.
1. Marshfield’s students’ moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities, and attitudes they need to make responsible moral decisions and to act on them.
* At the school we promote moral development through a range of activities and opportunities both within and outside the classroom such as:
* Working with teachers and form tutors to teach and promote understanding of morality
* Assemblies
* Rewards and Consequences
* Welfare and guidance
* Core curriculum including Religious Education
1. Marshfield’s students’ social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities, and attitudes they need to make an active contribution to the democratic process in each of their communities.
* The school systematically plans for social development of students through a range of teaching and learning activities including:
* Classroom organisation and management
* Student grouping and opportunities for group work (group project-based work)
* The school code of conduct
* School productions
* Educational visits
* Enrichment activities
* School-industry links
* Extra-curricular activities
* Student Leadership opportunities which support students in the school community
1. Marshfield’s students’ cultural development involves students acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities, and attitudes they need to understand appreciate and contribute to culture.
* At school we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. The school curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic, and religious education. There are also opportunities for cultural visits and exchanges including:
* Educational visits
* Visits to centres of cultural interest
* Extra-curricular activities

LINKS WITH THE WIDER COMMUNITY

* Visitors are welcomed into our school.
* Visits to places of worship, cultural venues such as theatres, cinemas and

libraries are actively encouraged.

* Visiting groups such as theatre or musical events are planned throughout the

year.

* Students are taught to appreciate and take responsibility for the environment.
* We liaise with local schools and support groups.

Further information about the SMSC provision can be found on the SMSC provision map on the school website.

HOMEWORK

### Purpose

The aim of our homework across all curriculum areas is to promote learning beyond the school day as an essential part of good education. We believe that home-based learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning, such as good organisation and self-reliance. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We will make every effort to combat disadvantage, for example by considering the need for after-school study support with access to resources such as ICT and mentoring.

### Relationship to other policies

The policy refers to commitments made in the home-school agreement, and also relates to the teaching and learning policy and to the policy for assessment.

### Roles and responsibilities of Headteacher, other staff, Governors:

The **Headteacher,** supported by the Deputy Headteacher, will ensure that home-based learning is:

* an integral part of the curriculum and is planned and prepared alongside all other programmes of learning.
* appropriate to the age, ability and circumstances of the students, taking into account all special educational needs.
* coordinated in order to be manageable for children on a daily basis.
* informed by DfE guidance about time commitments.

**Teachers** will ensure that:

* home based learning is set in line with guidance and agreed standards.
* home based learning is marked promptly and in line with guidance and agreed standards.
* tasks meet individual needs, provide stretch and challenge and are well structured
* students understand the purpose of the home-based learning tasks.
* it is clear to students how their home-based learning consolidates and extends the work they are doing in school.

**Students** will be required to record the home-based learning tasks in their planners, ensure their understanding of them, and demonstrate a commitment to spending an allocated time completing the tasks set. They will return their work on time.

**Parents** will encourage and monitor home based learning and inform their child’s teacher if an issue arises.

### Arrangements for monitoring and evaluation

Subject Leaders will monitor home based learning by checking lesson plans, students’ work and student planners or home-school diaries and completing quality assurance of the tasks set. On an annual basis, a random sample of parents and students will be surveyed for their views on the effectiveness of the current practice, and the leadership team will review the effectiveness of this policy.

Homework by Subject

**Science & Computing**

Science and Computing set homework that embeds key terminology for each topic, enabling students to understand, spell and use the correct vocabulary. This homework is set as a puzzle booklet that is set at the beginning of a topic to be handed in by the end of that half term. There may also be occasions where a separate short piece of homework may be set where there are gaps in a particular student's understanding from an individual lesson.

**Creativity**

**Intent**

Creativity homework’s are differentiated pre-learning tasks that prepare pupils for the upcoming task or topic they will be studying in subsequent lessons. The homework tasks will include research activities, as well as tasks that support pupils to acquire key words for skills, techniques, and equipment. The homework tasks will also support and develop pupils’ literacy & Maths skills.

**Implementation**

A Creativity homework sheet will include 2 tasks every 3 weeks:

* Food homework will cover food preparation & safety, hygiene & a healthy lifestyle, world cultures & food events throughout the year.
* Childcare homework will cover tasks that link to pupils’ current CACHE unit: vocational opportunities, daily routines for a young child, play in the home & at nursery, health & safety, a child’s development.
* Art and DT homework will cover: theory, skills & techniques, materials, equipment & safety, the study of artists & designers, art & design movements, and, world cultures.

**Homework for English, Humanities and Performing Arts**

Home learning for the English Department takes the form of a ‘Homework Menu’. These are sent home for each half term topic and include 6 weekly tasks. All tasks are optional and are designed to enhance the study of their English Units. Some tasks are more practical and may need adult support. Please see an example for KS3 and KS4 below. In addition, teachers may give sounds or words for pupils to learn. We also encourage all students in school to take their reading book home. If homework is completed, including reading with an adult, this can be acknowledged and signed in their School Planner by the Parent/Carer at home. Students receive positive SIMS achievement points for completing homework tasks and often are showcased on the school’s social media to celebrate homework successes.

For Humanities and Performing Arts pupils may be asked to complete a creative learning project linked to their topic each half term. For example, year 9 students finishing their study of WW1 were set homework to create a diorama of a WW1 Trench to show their understanding of the conditions of trenches.

**Maths:**

**Intent:**

To provide students with regular homework practice

* To tailor the homework to match with the outcomes and topic of learning at the time.
* To provide stretch and challenge in key focus areas relevant to the revision required
* To utilise Sparx Maths effectively to provide a delivery, monitoring and feedback system (certificates of achievement)
* To utilise Numbots and make accessible for students that require fluency practice in subitising, number facts, addition, and subtraction (open on a Wednesday and Thursday till 8.30pm). Targeted setting of homework’s for key students
* To utilise TT Rockstars and make accessible for students that require fluency practice in multiplication and division ((open on a Wednesday and Thursday till 8.30pm)
* To raise the level of attainment at all key stages
* To improve students’ mathematical fluency and number sense
* Students are encouraged to complete homework, but there is currently no consequence for not doing so.

**Implementation:**

* Automated emails home will remind parents/carers of outstanding or pending homework completion deadlines.
* Students are given examples of ‘how to complete…’ in class time.
* Homework is recorded in the student planner.
* Homework is referred to in the lesson time and modelled.
* Analysis of who and when students have accessed homework.
* Staff review effectiveness of the current homework policy and set termly to match schemes of work
* Class teacher decides which pathway is best for students dependent on ability
* PATHWAY 1 – Sparx Maths
* PATHWAY 2 – Numbots or TT Rockstars practice
* PATHWAY 3 – Calculation Policy booklet with suggested activities

**PE:**

**Intent:**

* For all students to realise the relevance and benefits of regular exercise
* For all students to regularly practice from a list of choices that will have short- and long-term health benefits

**Implementation:**

* A booklet of exercises with a log of what has been achieved.
* Record suggested activities in the student planner.

**ASDAN**

Students studying ASDAN will be expected to have homework once per challenge (approx. every 3 weeks) this will take the form of research for a challenge they are doing, to plan an item of work for the following challenge or completing a diary on a given subject (their diet/ self-care plan)

**Primary Homework**

In the primary phase we set homework in the form of a termly project.

Each term the pupils have a focus theme for their learning, the homework will link to this theme, for example, Journeys.

The pupils will have the term to work on a project to show what they know/have learnt about the theme.

At the start of term tutors will send home a sheet that details the theme and some ideas of the type of work the pupils could be producing, for example; A poster or booklet about transport, A junk model car, Their own Bear Hunt story with different obstacles.

The sheet will also give a date for the finished piece of homework to be brought into school.