

Teaching and Learning Policy

A Parent's Guide

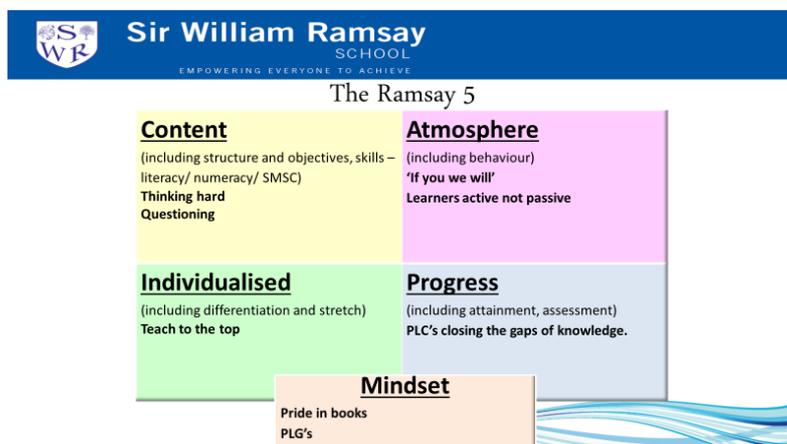
Pedagogy:

The school aims to provide outstanding education for all its students. At Sir William Ramsay we recognise that there are many different outcomes which we are collectively striving for, the obvious one being results. We must also, however, consider what underpins good learning: 'the roots and fruits of learning'. The fruits of learning are seen in the increased achievement of students and the roots are building blocks for learning, mastery and depth.

The Ramsay 5

These are the 5 main building block of teaching which we would like to see in every classroom. Improvements to teaching and learning are developed in termly phases through the academic year which correspond to our Ramsay 5:

1. Content : (including structure and objectives, skills – literacy/ numeracy),
2. Atmosphere: (including behaviour)
3. Individualised: (including differentiation and stretch)
4. Progress: (including attainment, assessment)
5. Mindset (growth mindset for staff and students)



Marking

Excellent teaching and assessment are central to students' high attainment and marking is regarded as an integral part of this. Marking should give students an understanding of what they have achieved and how they might make further progress. Marking gives teachers evidence for sound judgements about overall performance against targets and other assessment criteria. Effective marking gives parents clear evidence of students' achievements and areas requiring improvement.

Marking should highlight strengths and demonstrate how students can improve performance as well as offer students the opportunity to respond through SIR marking tasks. This should form part of the lesson

- S – Strength (highlighting what the student has done well in a piece of work)
- I – Improvement (what should the student focus on in future to ensure progress)
- R – Response (Activities to show progress)

- Students should respond to these activities using green pen so that response is visible.

Other marking:

- Any other marking should be carried out in line with the department marking policy. Btec marking will follow the guidelines set out by the exam board. Verbal feedback is also an important way teachers can support students' progress.

Homework

At SWR we use homework to...

- foster independent study
- support students' academic outcomes
- deepen understanding and consolidate learning
- prepare students for work and study to come

Classroom teachers are to set homework tasks using the below:

- All homework tasks set are recorded on Show My Homework
- Students receive homework that is appropriate and meaningful
- There should be no distinction in the amount of homework set for different classes, but a minimum amount should be agreed with the Head of Department and the Senior Management team
- Homework tasks should be differentiated appropriately
- Students should receive approximately three school days to complete the task set
- Students' work should be checked by the class teacher to verify that it's done and with a good level of effort. Not all homework is to be marked.
- Patterns of non-completion will result in parental contact and resolution meetings being held to ensure that work is completed, and expectations are met moving forward.

Students will be allocated homework according to the following:

- Core subjects and Languages will be set weekly
- Non-core subjects will be set fortnightly
- There will be **no** homework set during Key Stage 3 Drama, Music, ICT or core P.E. lessons
- Philosophy and Ethics to be set twice per half term
- In year 10 and 11, option subjects will set a minimum of one 45 minute homework per fortnight.
- In Year 12 and 13: 4 hours per subject, of which a minimum of 2 hours is set work. The remainder allocated to independent study

Absent Students:

Due to the weekly deadlines set and the publication of homework on Show My Homework, staff at SWR will expect students absent at the time of the initial homework allocation to complete the task set as with the rest of the class.