

COLMERS SCHOOL
& SIXTH FORM COLLEGE

The Colmers Way

Curriculum Handbook

2021-2022

Curriculum Aim

Principles of Curriculum Design

Teaching and Learning Framework

Assessment and Feedback Policy

Homework Policy

ACHIEVING
excellence

BELONGING
together

CHALLENGING
mind-sets

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The Colmers Way: Our Curriculum Aim

At Colmers, our motto of ***Achieving Excellence by Belonging Together and Challenging Mindsets*** is at the heart of everything we do. Our Colmers' curriculum is designed to open minds and open doors for all of our young people.

- We will ensure that students **achieve excellence** by experiencing a rich curriculum that is broad and balanced for all.
- Students will acquire powerful knowledge and connect their learning over time so that their learning sticks: the better we understand what we learn, the more likely we are to remember it.
- Literacy and numeracy lie at the heart of our teaching in order to improve the life chances of all our students.
- Students will have their **minds opened by engaging with the best that has been said and done** in a range of subject disciplines.
- They will have the opportunity to achieve qualifications that open doors to careers and future happiness in the 21st Century.
- They will learn about **themselves, their communities and about Birmingham** - its rich history and its diverse and innovative present.



Every young person is on an individual journey during their time in school, a journey on which they will develop their **aspirations, character and mindset**. As our students move towards independence, we will support them to develop a positive sense of identity and purpose. We aim to help our students use and develop the powers that they have as learners: they are encouraged to be active participants in their learning so that they enjoy the challenges of using and applying their knowledge. We want their time with us to be filled with treasured experiences that help them know what it important and use that knowledge to achieve their ambitions.

We have designed a curriculum that allows our students to personalise the subjects they study in Year 9 and recognise their strengths and interests. At the same time, we want students to follow a broad and balanced curriculum that prepares them for their futures and enables them to know and do more.

As a community of life-long learners, **we aim to inspire a love of reading in all aspects of our curriculum**. Reading, is one of the most significant ways we can impact future success and we aim to provide all our pupils with every possible chance by exposing them to **high quality, appropriately challenging and engaging texts**.



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The Principles of Curriculum Design at Colmers

What we teach and how we teach it needs careful planning and organising. Our curriculum design will be completed by subject experts and will highlight the powerful knowledge for students, how they will learn it and how they will be assessed on it. There are three components to curriculum design. These enable our subject teams to make our curriculum intent a daily reality in the classrooms.

1. Curriculum Overviews

These will:

- show a **coherent**, five-year (or seven-year for those subjects with A-Level study) journey for students per subject. There must be a **sense of progression** through the units of work, units are not to be interchangeable i.e. Unit 1 must be followed by Unit 2. Key knowledge/ concepts will be **sequenced** clearly with an understanding that students must learn these before they can move on.
- **align with the National Curriculum at Key Stage 3**, though it could well go beyond this if we feel that students would benefit from this.
- highlight the educational trips and visits to show where learning will be enhanced by wider experiences.

2. Schemes of Learning-

These will:

- reflect the Framework for Teaching and Learning, Feedback Policy and Homework Policy.
- include **learning objectives** and **learning outcomes** for each learning phase.
- identify learning hooks within each unit of work that enable students to understand how new learning is connected to prior and future learning.
- explain the powerful knowledge, including Tier 2 and Tier 3 vocabulary, that will be learned in the unit of work.
- outline how students are expected to **demonstrate what they know, understand and can do** through regular, independent practice in 'red zone' activities. This will be through writing lengthy pieces of work or practical/subject specific alternatives.
- plan for **interleaving** and the **recall** of knowledge from previous topics/units.
- sequence ample time to allow students to **edit, upgrade and re-draft** their writing.
- sequence **frequent low-stakes tests** of knowledge and understanding
- sequence **un-seen assessment tasks** that test the knowledge and skills students should have learned. At key stage 3 these assessments should not be GCSE question papers.
- include planned **activities for the more able** to deepen their knowledge and understanding.
- plan **scaffolded** approaches for the **less able** so that they can access the curriculum.
- Highlight opportunities for students to develop strength of character and the 9 habits of success.
- highlight opportunities for links to be made to related careers.

3. Resource Banks

These will provide teachers with the range of resources **per topic/ unit of study** they need to plan lessons for their own classes.

These will include:

- **Do Now Activities** (DNA), preferably that recall previous knowledge or prerequisite knowledge.
- **Definitions** of Tier 2 and **Tier 3 vocabulary**.
- A bank of appropriately **challenging texts** for students to read, **800 words** every lesson every day.
- **Scaffolded resources** to enable lower ability students to access the curriculum.
- A range of exam questions (KS4) or red zone questions/ activities and answers.
- Low stakes test questions and answers
- **Model written answers** for a range of abilities.
- Resources which enable pupils to review and reflect on their work.
- Knowledge Organisers or 'Curriculum Overview' slides so that **the location of knowledge is shared** with students and they understand the 'big picture'.

Curriculum Implementation: Our Classrooms

The quality of teaching and learning in the classroom is the most significant factor in a child's progress. At the heart of excellent teaching are **positive relationships**. We have the ability to build a rapport with every child in our care and develop an understanding of what they need, academically and personally, to be able to achieve their very best.

Every child, regardless of gender, race, economic background or SEND, deserves the very best we have to offer. Our philosophy of **'teaching to the top'** echoes the fact that we must have the highest expectations of **all** our pupils, and of ourselves as teachers.

Where Quality First Teaching is at its best, the balance of teaching and learning leads to students working harder than the teacher. Students are active in their learning, think for themselves and demonstrate resilience and independence. In a lesson at Colmers', students will be taking ownership of their knowledge, skills and understanding and making use of opportunities to review and reflect on their learning.

The Colmers Way Teaching and Learning Framework

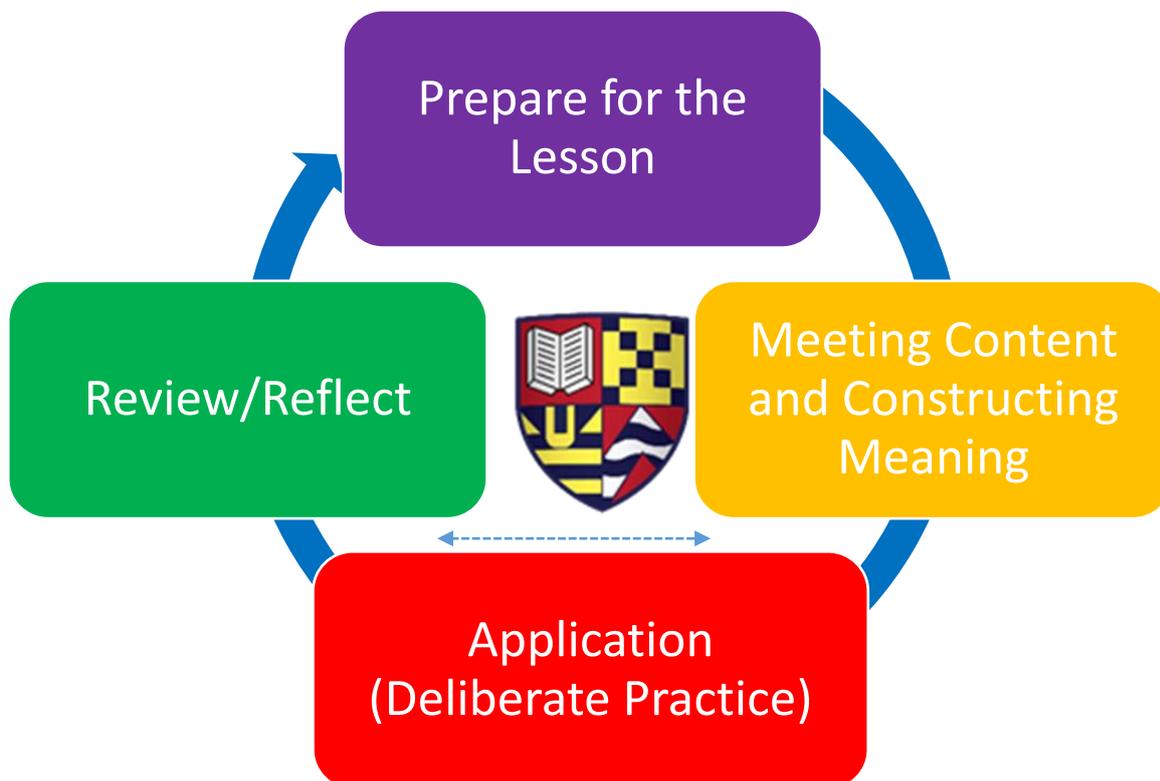
The diagram below depicts the key elements for effective teaching and learning. It is not a 'four-part lesson' and it may actually cover a short series of lessons. In terms of addressing the teacher/student work balance, the teacher should be responsible for the top section – preparing for the lesson. The remaining three sections should be where

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students have the opportunity to take ownership of their learning and demonstrate independence, resilience and understanding.

The next four pages offers a guide for each of the four elements based on research into effective practice.

At the bottom of each page is a 'Visible Consistencies' box. These are the **non-negotiables**; the elements of a lesson that we expect to see in every lesson, every day.

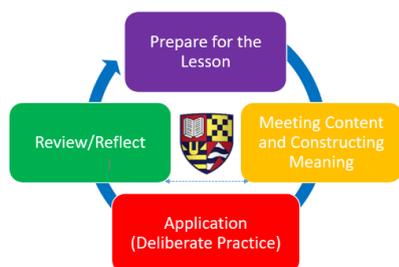


Prepare for the Lesson

Many factors inform the planning of our lessons; to plan a successful lesson we need to know our pupils – what they already know and understand and how they learn best. This section of the Teaching and Learning Cycle is solely for the teacher. This is every consideration we make before our lesson begins, from knowing pupils' individual needs to understanding what the whole class still has not quite grasped and the teacher needs to reteach.

The Teacher should:

- **Plan a DNA** to recap previous knowledge for retrieval practice. In most lessons this will be a written task.
- Know where this lesson links to previous topics/ lessons or other curriculum areas.
- Know the Learning Objectives/Assessment Criteria from NC/exam specifications
- **Prepare explanations of key knowledge**
- Prepare key questions and **define tier 3 vocabulary**
- **Prepare high quality texts of at least 800 words for every lesson**
- Ensure lesson planning is informed by assessment of prior / recent learning and likely misconceptions
- Use book-looks, PLCs/QLA/low stakes testing information to revise planned activities
- Make use of the information available in the **Planning Folder**, including pupil profiles, performance data and an up-to-date Class Charts seating plan that includes PP, SEND and reading age.
- Prepare **scaffolded** resources for the less able and **stretch and challenge** resources for the more able.
- Design high quality resources and consider how ICT could be used to enhance the learning
- Plan homework for review and reflection
- Use consistent routines and consider specific behaviour management tactics to be deployed based on knowledge of the students
- Plan transition points within the lesson



Visible Consistencies

1. The lesson starts with a DNA.
2. The lesson plan is informed by prior learning.
3. Lesson resources scaffold learning for the less able and challenge the more able.

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Meeting Content and Constructing Meaning

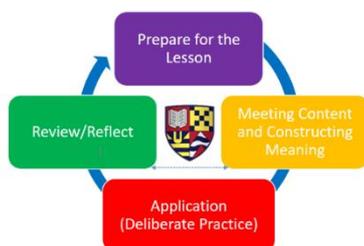
Being presented with new information and having time and structured space to make sense of it is key to learning. The teacher's expertise in the subject is vital but simply giving that to the pupil will not have the desired impact. In this part of the Teaching and Learning Cycle, pupils must be given the opportunity to get to grips with the knowledge and skills needed and have a leading role in their own learning.

The Learner should:

- Be able to **locate their learning** in a big picture
- Use tier 2 and 3 vocabulary in both speech and text
- Have the opportunity to read at least 800 words from a high quality text
- **Have the opportunity to ask and answer a range of questions** and take part in discussions
- Engage in a variety of tasks (with scaffolding if needed) to develop knowledge and understanding
- Work through and **resolve misconceptions**
- Be able to think and talk about how they are learning (Metacognition).

The Teacher should:

- Locate the learning
- Explain new knowledge and define tier 2 and 3 vocabulary
- Model effective reading
- Teach to the top
- Scaffold the work for those who need it
- Ask quality questions and address misconceptions
- Undertake Assessment for Learning throughout and offer feedback.



Visible Consistencies

1. Teacher locates the learning in a bigger picture for the students.
2. Teacher and students define and use tier 2/3 Vocabulary.
3. Everyone reads 800 words together.

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Application (Deliberate Practice)

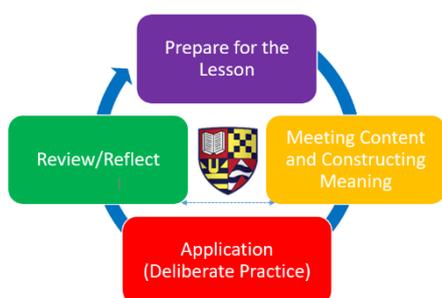
For Learning to be at its most powerful, pupils must be given the opportunity to consolidate and secure their knowledge, skills and understanding. We also know that one of the most significant challenges pupils face is knowing how to express this knowledge and understanding in pressurised situations. The lack of 'exam stamina' prevents many from achieving their full potential. In this section of the Teaching and Learning Cycle, pupils must develop that stamina and independence so that teachers can assess their learning accurately and pupils are better prepared for the demands of examination periods. Research shows that frequent low-stakes testing is the most beneficial way of achieving this and, when combined with regular extended writing tasks, pupils will make even better progress whilst developing crucial independence and resilience.

The Learner should:

- Complete frequent deliberate practice, **Red Zone tasks**, in red pen. Written work should be completed in full sentences and include tier 3 vocabulary.
- **Recall knowledge** through retrieval practice
- Have the opportunity to **think deeply** and work independently
- **Use and apply** knowledge to novel situations
- KS4 and KS5- answer **exam questions in timed conditions**
- Complete homework that helps them reflect and review their learning

The Teacher should:

- **Model success criteria** for guided and independent practice- What a good one looks like (WAGOLL!)
- **Scaffold activities** for the less able
- Provide stretch and challenge activities for the more able
- Circulate and assess learning
- Give personalised, focused verbal feedback



Visible Consistencies

1. Teacher provides a model of success -WAGOLL
2. Students complete deliberate practice tasks in full sentences that include tier 3 vocabulary
3. Teacher circulates to assess learning

Review and Reflect

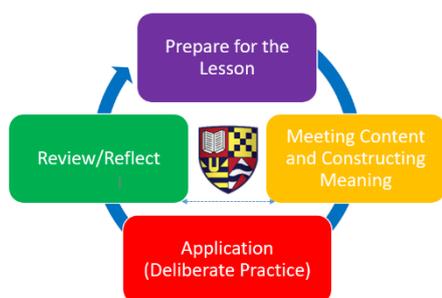
Throughout the Teaching and Learning Cycle, pupils should be reflecting on their learning and have the opportunity to comment on, make improvements to and assess their own work. This process will enable the pupil to deepen and strengthen their knowledge and understanding. All reflection and reviewing should be completed in green pen.

The Learner should use their **green pen** to:

- Self and Peer assess
- Write notes to self to improve their understanding/ depth of knowledge
- Upgrade their work
- Reflect on their own progress
- Demonstrate metacognition – what they have understood, what they still don't understand etc
- Make up their own questions
- Complete PLCs

The Teacher should:

- Show students how marks are awarded
- Plan for feedback and response lessons following a milestone assessment
- Do a 'Book-Look' - look at a sample of work/set of books to inform planning
- Take the opportunity to talk with students about their learning
- Model reflection – what have we done well? What do we still need to work on?



Visible Consistencies

1. The teacher provides students with opportunities for green pen work.
2. The teacher and students provide verbal feedback in the lesson.
3. The teacher completes a 'book look' to inform future

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The Colmers Way: Assessment and Feedback Policy

The Assessment and Feedback policy is intended to support the quality of education in the school by:

- Ensuring that feedback leads to progress in students' learning, in particular that they know and remember more.
- Ensuring that the potential of all students, regardless of background or starting point, is maximised.

The Principles of Assessment at Colmers:

Assessment is:

- integral to teaching and learning
- based on the belief that all students have the potential to improve and achieve
- underpinned by a clear purpose that is stated and understood
- a process that actively involves learners
- drawn from a wide range of evidence to provide a complete picture of a student's achievement
- a process that provides feedback to inspire hard work and practice.

The Purpose of Assessment at Colmers:

There are four distinct purposes:

- **Diagnostic** – to monitor how well a student is learning and to identify difficulties so that appropriate help and guidance can be provided to ensure progress is made
- **Formative** – the on-going process in which students' positive achievements can be recognised, discussed and recorded. It will be used by teachers, together with their students, to identify areas for improvement and plan the next appropriate stage of learning. This is Assessment for Learning (AfL) in practice
- **Evaluative** – to judge the impact of teaching methods and curriculum design so that, where necessary, adaptation and alteration can take place
- **Summative** – to provide a picture of the overall achievement of a student at the end of a particular phase, year or stage.

At Colmers School and Sixth Form College we understand that **Assessment for Learning** is at the heart of the very best teaching and learning.

Our Teaching and Learning cycle provides many opportunities for this assessment:

1. **Prepare for the lesson:** highlights the importance of teachers knowing what our students know, understand and can do and using this knowledge to ensure that we plan appropriately challenging lessons and homework for all students. Learning objectives will be clearly stated.
2. **Meeting Content and Constructing Meaning:** teachers will ask and answer questions that assess the students' understanding and address misconceptions.
3. **Deliberate Practice:** teachers will give students clear success criteria and provide personalised, verbal feedback as they circulate the classroom during guided and independent deliberate practice.
4. **Review and Reflect:** Students will be given the opportunity to respond to feedback from their peers or the teacher and give feedback to others. They will assess their progress and reflect on their learning.

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At Colmers School and Sixth Form College, our feedback will be:

Impactful

- ✓ Feedback should make a difference to how teachers teach and how students make progress.
- ✓ Future lessons will demonstrate that the teacher is aware of misconceptions and/or gaps in a learners' knowledge and that the teacher has planned learning experiences to support students in closing gaps and addressing misconceptions.
- ✓ Progress will be evident in future work.

Connected

- ✓ All feedback will be linked to learning
- ✓ Feedback will be linked to the skills, knowledge and understanding as set out by the National Curriculum and/or Exam Specifications.
- ✓ Feedback will be used to inform the planning of future lessons.

Our Visible Consistencies

Students will use **green pens** to improve their written work.

Teachers will use **red pens** to give written feedback on students' learning.

A teacher should only write in a student's book if it is going to impact on progress.

“Excessive focus on marking books mean that other things do not get done. Things that make a difference to learning, such as planning.” – Mary Myatt

Marking everything, or writing lengthy comments in books, has little to no impact on learning. In an effort to manage teacher workload, we recognise that **time is better spent looking at work and providing feedback to pupils**, in a variety of ways, with the sole intention of adapting our planning to move the learning forward. This is the most effective way of enabling pupils to make progress.

At Colmers we believe that ***“feedback should be more work for the student than it is for the teacher”***, D Wiliam.

Pupils' work will be of much better quality when they know it has been looked at and we must ensure that pupils' work is checked for understanding and that pupils know that this has happened.

The Colmers Way- we prefer the following forms of assessment:

Verbal feedback: Teachers should circulate and provide timely, personalised feedback that enables a student to improve their learning.

Book look: This will enable a teacher to have an overview of the quality of work completed by students in a lesson, identify common misconceptions and plan the focus of the next lesson.

Low stakes knowledge testing: These provide regular feedback to students' and the teacher on recall practice. These can be set via Class Charts.

Deep marking: Individual books/assessments are marked using clear a mark scheme/ success criteria checklist. Students are given a clear indication of WWW/EBI and time to reflect and improve their understanding.

Subject Specific Feedback

Each faculty should devise their own version of what successful feedback looks like in their specific subject areas . This should be a regular focus in faculty meetings where staff can continue to develop their feedback practices and share best practice.

Evaluative and Summative Assessments

- Regular '**milestone**' **assessments** will provide accurate information on a student's current attainment.
- It is expected that all teachers within a subject or at a particular age phase will set the same, **unseen assessments** to ensure a consistent, robust approach.
- Subject leaders will ensure that **assessments are marked consistently** through moderation procedures and staff training.

Quality Assurance and Professional Development

Any feedback in books should be for the student, not for the benefit of anyone else looking at the book. It should not be undertaken for any purpose other than to improve teaching and learning.

All types of feedback will be quality assured during the Faculty Review process. We recognise that feedback may not be evident in a book or folder – there is no need, for example, to write that verbal feedback has been given. This feedback will be evident from visits to lessons, in the work the students go on to produce and the way in which they are able to talk about their learning when asked.

The Colmers Way Assessment Calendar:

Title of assessment	Type of assessment	Purpose of the assessment
Reading/ Maths baseline testing	Diagnostic	Reading/ Maths baseline testing takes place to identify the strengths of an individual and a cohort. The data from this type of testing is used to create targets, identify students who may need academic intervention or support and identify gaps in the knowledge of the cohort. Identifying these gaps can inform curriculum planning in the early part of the Year 7 curriculum.
Targeted Milestone Assessment English/Maths/Science	Diagnostic, Evaluative	The key assessments are designed to check whether the students are making the required progress in these subjects. These assessments are positioned at key times within Key Stage 3 to ensure that teachers and staff can bridge any gaps to ensure that students are Key Stage 4 ready. Data from these assessments can be used by the Head of Faculty to influence curriculum planning, curriculum design and for grouping purposes.
Milestone Assessment	Diagnostic, Evaluative, Summative	Milestone assessments are designed to test the pupils on the knowledge, content, and application of skills within the subject. These assessments are carefully planned. They are supported by Milestone Assessment booklets that help prepare the students for the Assessment. Milestone assessment booklets are given three weeks before every milestone assessment and become homework for that period of time. Data from these assessments are often used by subjects to inform planning and are part of the reporting process to parents and carers.
Mock examinations	Diagnostic, Evaluative	Mock examinations are designed to imitate the conditions of the final GCSE and A Level examinations. They are made up of or are whole GCSE /A Level papers. They are marked and moderated carefully by subject teams. Formal examination venues are used. Access arrangements are made available to students who are entitled to them. Data is used by subjects to identify strengths and weaknesses of individuals and cohorts. This is used to inform curriculum planning. It is also used as part of the reporting process to parents and carers in Key Stage 4.

The Colmers Way: Homework

Our approach to home learning at Colmers is evidence-informed and linked to our growing understanding of learning and curriculum design. We intend the time and effort that teachers spend on homework to lever maximum benefits to learning. This means that we emphasise high profile milestone assessment homework booklets for every year group to help build a culture in which powerful knowledge is consolidated and learning sticks. Outside of the milestone assessment cycle, students are set standard homework in all subjects to support and consolidate learning.

Our approach to homework:

- Aligns with our teaching and learning framework (which is in turn research-informed), modern technology, and student/parent-carer/teacher relationships.
- Is designed to **improve student outcomes** through developing the retention and review elements of learning, developing independent learning skills, resilience and improving work ethic.
- Is designed to be flexible enough to be used by all year groups, all subjects and across all courses.
- Is intended to make best use of teacher time through efficient mechanisms to support assessment and reduction of administrative burdens

Homework Policy 2021-2022

At Colmers, we intend for homework to be purposeful and effective. **Colmers homework is not an optional extra, but an essential part of a great education and creating effective learners.** The expectation is that all students complete homework whether it is either standard retrieval and consolidation homework or milestone assessment homework booklets.

Effective homework should enable students to:

- Consolidate and extend work covered in class or prepare for new learning activities
- Access resources not available in the classroom
- Develop research skills
- Work independently
- Show progress and understanding
- Feedback to teachers what they have understood
- Enhance their study skills e.g. planning, time management and self-discipline
- Take responsibility for their learning
- Engage parent/carers co-operation and support
- Create channels for home school dialogue

In order to ensure students derive maximum benefit from homework we have devised a programme that separates two different types of homework within our assessment cycle.

1. **Standard Homework:** Tasks set weekly or fortnightly to support learning, designed to support retrieval and consolidation of key curriculum content i.e. powerful knowledge.
2. **Milestone Assessment Booklets:** Homework booklets specifically designed to ensure students prepare well for milestone assessments, twice per year in line with the school's Milestone Assessment Calendar.

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This policy sets out the expectations of staff, students and parents and carers with regard to homework. All homework will be visible to students, parents and carers through Class Charts.

1. Standard Homework

Standard homework will be set for completion every week or every fortnight in every subject. In addition, all subjects will signpost students to additional work and/or independent learning resources they may access voluntarily if they wish to get ahead or improve in certain areas of their learning.

Students are expected to complete all homework in the knowledge that this will enable them to make better progress in their learning.

Students will be recognised for completing Standard Homework and staff will report to parents annually on how much homework their child is completing. This approach is designed to develop students' independence and autonomy, crucial skills to ensure they are successful in public examinations and beyond school.

2. Milestone Assessment Booklets:

Every year group will sit high stakes milestone assessments in all of their subjects, to be reported to parents and carers. In preparation for these, each subject will provide a Milestone Assessment Booklet that is to be completed by every student as homework in the lead up to milestone assessments. The emphasis of the homework is to help students develop the revision skills and subject knowledge that they will need over time to be successful in their GCSE and A Level examinations and beyond.

Milestone Assessment Homework will be high profile. At the start of each milestone assessment cycle, the homework booklets will be launched to parents, carers and students with high expectations **that this homework is carefully monitored.** Parents and carers will be asked to provide particular assistance in the lead up to the examinations by monitoring and supporting the completion of these booklets. Subject teachers will be expected to help students chunk and organise their Milestone Assessment Homework as students will have booklets to complete for all of their subjects.

Students who fail to complete Milestone Assessment homework will be issued with a Debit – Inadequate Work and will be supported to ensure the work is properly completed.

RECOGNITION

High quality homework and a good work ethos should be **publicly praised in class.** Completion of standard homework should be recognised and regularly promoted, with teachers making explicit to students the intrinsic value of completing the work: for example, reinforcing that your learning will stick more if you practise and consolidate through homework.

Merits and positive pings should be used to recognise completed and high quality homework through Class Charts. For exceptional pieces of homework, recognition can be given through a phone call with parents/ carers, a positive postcard, a referral to Head of Year / Senior Leadership Team / Headteacher and/or sharing work on social media.

SANCTIONS

Milestone Assessment Booklets: these homework booklets are high status and high profile. **Every** instance of failure to complete Milestone Assessment Booklet Homework should result in a debit for inadequate work.

Sanctions are not expected to be used for standard homework but staff are expected to maintain records of homework completion for reporting to parents/carers in milestone reports.

RESPONSIBILITIES:

The role of the Class teacher

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

- Create a positive homework culture
- Promote the intrinsic value of completing homework
- Set effective and appropriate homework according to the homework timetable
- Give full and comprehensive instructions appropriate to the class and students
- Set appropriate deadlines for the completed work and ensure that they are met
- Give appropriate feedback to the students in a timely fashion
- Provide help and support where needed
- Follow the appropriate steps when problems arise.

The role of the Form Tutor

- To create a positive homework culture by regularly reminding students of the importance of homework, talking to students about homework they have completed and supporting students with homework issues.
- Assist students in organising their homework during the milestone assessment cycle when they are expected to complete booklets in all of their subjects.

The role of the Parent/Carer

- To support the school in the creation of a positive homework culture
- To monitor the setting and completion of homework through the Classcharts app
- To contact their child's subject/ form teacher where there are concerns or issues

The role of the Student

- To monitor set homework through the Class Charts app
- To ensure that all homework is completed and handed in to meet the deadline
- To attempt all work and give their best
- To inform the class teacher of any difficulties

Exemplars: Standard Homework

Year 7 & 8: Suggested homework	
Retrieval	Consolidation
<ul style="list-style-type: none"> • Key knowledge retention • Key vocabulary testing • Practicing recall- make it stick 	<ul style="list-style-type: none"> • Practice questions • Presentations summarising the learning that has taken place
Year 9, 10 & 11: Suggested homework	
Retrieval	Consolidation
<ul style="list-style-type: none"> • Key vocabulary testing • Key knowledge retention • Low stakes testing 	<ul style="list-style-type: none"> • Presentations demonstrating the learning that has taken place • Revision summary notes • Exam past paper questions • Key coursework (over a period of weeks) • Modelling reflection (marking a model answer)

Managing teacher workload: Smarter, not harder

By using Microsoft forms, GCSE pod and other media retrieval style homework can be set and marked for you. Where consolidation homework is set, the idea is that (for example) a question is modelled in the lesson with the whole class, a similar question is then set for homework. The following lesson the homework could be peer marked and reviewed as part of the learning process.

Flexibility in the system:

Homework may be project based where students must complete different sections over a period of time (for example coursework). Teachers can use Class Charts to set interim deadlines for the different sections rather than simply the final deadline.

Milestone Assessment Homework

Milestone assessments take place in every year group. In most year groups there are two milestone assessments each year. The milestone assessments must be set in accordance with the assessment policy. These formal assessments help us understand the progress and attainment of each individual student and support teachers to identify and fill gaps when they appear.

In preparation for these milestone assessments each subject will provide a Milestone Assessment Homework Booklet. **These are designed to help the student revise for the assessment and reflect the style and type of questions that may be asked.** They must allow for interleaving as this allows students to practise retention and retrieval.

Milestone assessment homework will take place over a three-week period. There will be page/ task deadlines that will have to be hit by the students each week. **These deadlines will be set through Class Charts.** The homework will

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be checked by teachers but might be self-marked. Failure to complete the milestone assessment homework by the deadline will result in a debit for inadequate work and the student will be required and supported to complete the work.

Regular homework will not be set during milestone assessment windows