

South Dartmoor

Learning Together

Learning for Progress Policy

“It turns out that as long as you go to school (and that’s important), then it doesn’t matter very much which school you go to, but it matters very much which classroom you sit in”
(Dylan William 2011)



Teaching & Learning Policy

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Teaching and Learning Vision

At South Dartmoor we:

- Create a learning environment, as soon as the students enter the classroom, that has **high expectations of behaviour for learning** (using the 4 ways of working prompts and the behaviour blueprint).
- **Plan for progress by:**
 - Planning lessons to meet the needs of all learners. The 5 minute lesson plan/Teaching and Learning checklist should be used as a guide.
 - Using **Assessment for/of Learning** to constantly adjust lessons to meet the needs of learners. (responsive teaching).
- **Know Your Learner by:**
Using quality information (ie KS2 data, target grades, learning logs, SEND strategies, disadvantaged information, etc) to inform and personalise learning. ‘First, Front and Foremost’ for key focus groups.
- Engage in **coaching conversations** to enable students to visualise learning goals and take ownership of their learning.
- Set **high expectations** in **books and learning outcomes** by: taking pride in presentation; quality and depth in written outcomes; continuity and progression in work over time; students’ effort and success in completing learning tasks; knowledge, understanding and skills improving over time, level of challenge.
- **Praise** for effort, commitment and going above and beyond (see Behaviour Blueprint, appendix A)
- Provide **high quality feedback** so that students know how they are doing and what they need to improve on, this is for both ‘light touch marking’ (day to day feedback, including verbal feedback) and ‘formal’ marking (formal written feedback at least once a term in line with the marking policy (see below) and the SDCC reporting cycle (feedback fortnight).

Planning for Progress:

The purpose of planning is to enable high quality-first teaching which meets the learning needs of every student. Planning for progress at South Dartmoor includes:

- Use of the 5 min lesson plan/Teaching and Learning consistencies as a template or guide;
- Clear learning objectives which show the knowledge and skills students need to learn in that lesson (not activities to be completed);
- Long term planning using departmental Schemes of Learning to inform short/medium term planning by teachers, taking into account students' learning needs;
- Use of prior/ongoing assessment when planning for progress
- A planned and purposeful starter activity;
- Planned differentiation:
 - For DIS/SEND students; (See appendix B for effective strategies)
 - To scaffold/extend learning to enable all students to make the best progress;
- Seating plans in place for every class identifying key students and maximising progress for all (available through SMHW);

Teaching for Progress:

“The greatest effects on student learning occur when teachers become learners and when students become their own teachers” (John Hattie)

- Teachers will 'Meet and Greet' students at the door. Students to enter the room quietly and engage immediately with the purposeful starter activity.
- Teachers will be explicit about learning objectives and success criteria so all students know what they should expect to learn from the lesson
- Teachers will use focused lesson planning with a variety of strategies to ensure progress for all learners
- Teachers will use the College's Behaviour Blueprint to ensure positive behaviours for learning
- Teachers will be clear about the way in which they expect the students to learn, explicitly referring to and **using the 4 ways of learning** language and prompt posters/iconography (See appendix C for copies of the posters).
- Teachers will use Assessment for Learning throughout the lesson to ensure that students understand where they are and what they need to do to improve further.
- Teachers will have high expectations of student engagement with their learning. Passive learners need to be challenged.
- Teachers will present lesson activities with professionalism, clarity, enthusiasm and pace, ensuring start and end times of lessons are adhered to.
- Teachers will employ effective questioning, modelling and differentiation.

- Teachers will demonstrate flexibility in their approach and use professional judgement to adapt planning where and when the need arises.
- Teachers will use appropriate praise to engage and motivate students (See Behaviour Blueprint, appendix A).
- Teachers will reinforce Literacy and Numeracy skills, key words are to be taught explicitly, and work is marked for literacy as set out in the marking policy.
- Teachers will set regular and challenging homelearning (as appropriate for the age of the student and the subject taught, see appendix D).

Marking for Progress

“The most powerful single modification that enhances achievement is feedback” (John Hattie).

Marking and feedback at SDCC is used to *acknowledge, evaluate and celebrate* learning and progress at SDCC. Its purposes are:

- I. For teachers to have an accurate assessment of students’ knowledge and understanding to inform future planning (responsive teaching) and track student progress through the college reporting systems.
- II. To provide students with clear and specific information in order to help them improve their knowledge, learning and understanding

Marking Expectations:

1. Assessment for Learning and PLANNING for progress is at the core of our day to day classroom practice.
2. Books (or equivalent) will be quality assured for PROGRESS made by students, not for marking.
3. ‘Light touch marking’ is an ongoing process. Student books (or equivalent) may show some/all of the following AfL approaches: Self-assessment; self-reflection on learning; peer assessment; ‘live’ marking; learning conversations; whole class feedback; personalisation by task; acknowledgement marking (tick and flick); acknowledgement of progress; use of play/fast-forward/rewind symbols, etc.
4. ‘Formal marking’ with student response tasks at least 3 times a year. Formal Marking must be done at a point that is MOST IMPACTFUL on the learning and may be skills or knowledge based. This will be identified in departmental Schemes of Work and may comprise the assessment of a designated piece of work.

5. Simplified Literacy policy (for both Formal and light touch marking) based on the rule of 3. As a minimum teachers will mark for:

Subject specific vocabulary spelling,

Capital letters,

Full stops.

Quality Assurance of Teaching and Learning:

- The annual Performance and Progression Cycle includes two formal observations (NQT's have a separate process).
- Regular learning walks (separate to and different from the formal performance and progression cycle) will continually monitor the quality of teaching and learning and progress in student books (or equivalent). These will be weekly and will be completed by:
 - Subject Leaders
 - Senior Leadership Team
 - School Governors
 - Invited Educational Partners

Teaching and Learning Continuing Professional Development:

All new teachers (including NQT's) have an intensive CPD programme in the first half term. Teachers who join South Dartmoor mid-way through an academic year have bespoke training and existing teachers have 'top up' training as required.

All teachers join in **Learning Hubs** throughout the year which are based on the college priorities.

'Change Teams' (volunteer groups of teachers who look in depth at specific areas/issues) run throughout the year.

Appendices

Appendix A



South Dartmoor Behaviour Blueprint

Visible Adult Consistencies

1. Be Warm & Welcoming
2. Be a Positive Presence
3. Be Calm at All Times

Our Rules

1. Be Ready
2. Be Respectful
3. Be Safe

Over & Above Recognition

1. Putting others first
2. Rising to a Challenge
3. Showing Resilience

Relentless Routines

1. Meet and Greet

2. One Voice

3. End and Send

The Restoratively Framed Discussion

1. What **happened**?
2. What were you **thinking**?
3. What were you **feeling**?
4. Who was **affected**?
5. What happens **next**?

30sec Intervention

1. Give a quiet reminder of previous good behaviour
2. Walk away – allow take up time
3. Have a quiet chat later in private – “Stay Behind for 2 minutes after the lesson”

Stepped Sanctions

A reminder of the 3 Rules. This could be repeated, subtle reminders to keep learners on task if effective

A Caution – delivered privately asking learners to “Think carefully about your next step, what should it be?”

Last Chance 30sec Intervention – “You chose behaviour, this behaviour is preventing learning, you are better than this behaviour, remember that time when...” + “Stay Behind for 2 minutes after the lesson”

Time Out – brief time away from the situation to reflect on actions.
+ **Warm Welcome Back** – “I knew you could do it...remember, I’m here to help you”

Department Bridging Learners are held within another lesson. Restorative Conversation held at a time pertinent to the situation; this could be “2 minutes at the end”, a walk and talk out on site or in an office later by arrangement – **Parents Informed**

Internal Bridging – Learners sent to Student Reception or collected by Duty Staff. Learners are held for 24 hours out of timetabled lessons. **Parents Invited into College** to meet class teacher and Head of House/Senior Leadership Team in support.

These steps are designed to refocus and restore a ready, respectful and safe behaviour. Teacher Judgement will be used to determine appropriate rate of sanction escalation.

Micro Scripts

“I noticed... (that you...)”

“Just pop... (over to.../ outside for...)”

“Be that as it may... (I need you to move seat)”

“I understand... (that you are angry/upset/cross)”

“Maybe you’re right... (I’ve often felt the same/maybe I need to speak with them too)”

“I’ve often thought the same thing... (but we need to focus on...at the moment)”

“I hear what you are saying... (it’s not easy to... but I know you’ll do brilliantly...)”

“It was the rule about...”

“Do you remember last week when...”

“Thank you for listening...”

Better Relationships lead to Better Learning

Appendix B – Strategies for classroom differentiation

Seating Plans

The seating plan works wonders. Put every child in a specific location in the room that works best for their learning and for you! Don't be fooled by the child that says, 'I work best next to my friends.' They don't!

Marking books with love and attention

Following a seating plan, this is the most sophisticated form of differentiation that you can offer your students.

Using data

Keep a close and careful eye on student data and communicate the information via formative feedback to your students is the best differentiation strategy – after marking – that you can use.

Verbal feedback

Your feedback must be meaningful, sophisticated and tailored to the individual child. A 'well done' or a 'that's very good', is enough to feed their ego, but it's an utter waste of breath on your part and will not help students make any progress whatsoever. Extend the praise comments with pinpointed formative assessment.

Classroom displays

Build up a bank of resources by placing student's completed work immediately on display in your classroom. But, be mindful that too much **clutter** display goes against what research says.

Scaffolding writing frame

Provide students with a scaffolding writing frame. This is probably worth the most investment on the teacher's part, but offers some long-term impact.

Choice of task (ie Bronze, Silver, Gold)

Offer at least two different resources, choices and tasks in everything that you do. Offer a choice of resources that vary in difficulty. Encourage students to select at least two choices they must complete.

Forming and framing questioning

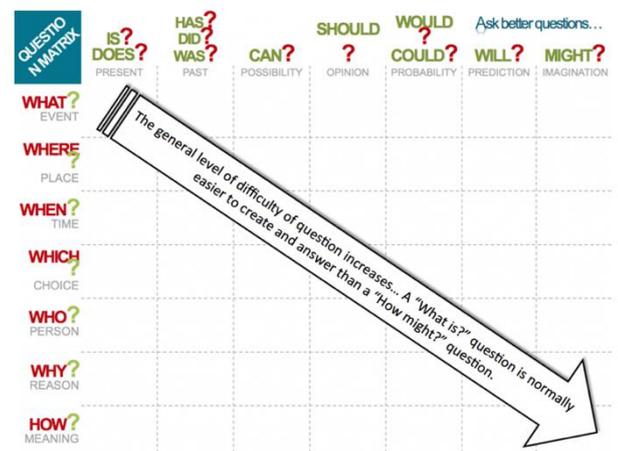
Forming and framing questions is probably my favourite strategy of all! How you ask a question can make all the difference in the classroom. See the question matrix.

Students taking the lead

Nominate students to lead a starter or plenary activity. It's a high-risk strategy for some teachers to allow students to **apparently** take over their classrooms, but it something best-served in great lessons where teachers are always in control.

Students teaching their peers

Challenge students to teach others what they have learnt and assess this by observing the outcome. This will need planning and can form some part of assessment criteria, but the rewards are great when students can begin to self-regulate one another.



Appendix C

Deep Marking Timetable for History

Subject:	Term 1	Term 2	Term 3
Year 7	Hadrian's wall Interpretations	Causes of the Peasant's Revolt	English Civil war – Local History Project
	Week 6-7	Week 25	Week 36
Year 8	Slavery - Plantations	Interpretation of Feld Marshall Haig	WW2 Home Front Project
	Week 9	Week 22	Week 34
Year 9	Vietnam mini-mock Civil Rights mini-mock	Civil Rights/Vietnam mini-mock	Crime and Punishment mini-mock
	Week 6 Week 12	Week 20 Week 26	Week 34
Year 10	English Civil War mini-mock	USA 1919-46 mini-mock	USA 1919-46 mini-mock
	Week 7	Week 22	Week 36
Year 11	Mock Exam 1	Mock Exam 2	Final In-Class Exam Practice
	Week 8/9	Week 22/23	Week 29/30

Deep Marking Timetable for Dance

Subject:	Term 1	Term 2	Term 3
Year 9	Written Paper- Section A (short answer questions- performance skills)	6 mark answer – Section C – Linked to focus of Body Language Work	Mock paper – Review of paper
	Week 6	Week 23	Week 36
Year 10	Practical mock set phrase(1) and section B mock – Performance Skills	12 mark answer section C – linked to focus of Body Language work	Mock paper – review of paper
	Week 8	Week 22	Week 37
Year 11	Set Phrase `moderation (Practical Examination)	Mock Paper/Practical Exam Feedback	Written Paper Section B Workbook
	Week 6/7 (two week filming)	Week 22	Week 31

Deep Marking Timetable for Music

Subject: Music	Term 1	Term 2	Term 3
Year 7	Vocal performance	Medieval Music	Story Telling
	December teacher assessment	March teacher assessment	June teacher assessment
Year 8	Music on Tour Africa / Reggae	The Blues	Music and Media
	December teacher assessment	March teacher assessment	June teacher assessment
Year 9	Ensemble Performance	Solo Performance	Understanding of Music Area of Study identified by teacher
	December teacher feedback and assessment	April teacher feedback and assessment	June teacher feedback and assessment
Year 10	Composition	Performance	Understanding of Music Area of Study identified by teacher
	December teacher feedback and assessment	April teacher feedback and assessment	June teacher feedback and assessment
Year 11	Coursework	Coursework	Coursework

	Ongoing teacher feedback and assessment	Ongoing teacher feedback and assessment	Ongoing teacher feedback and assessment
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Deep Marking Timetable for Science

Subject: Science	Term 1	Term 2	Term 3
Year 7	Teacher Assessed Task	Teacher Assessed Task	Teacher Assessed Task
	By Week 13	By Week 25	By Week 35
Year 8	Teacher Assessed Task	Teacher Assessed Task	Teacher Assessed Task
	By Week 13	By Week 25	By Week 35
Year 9	6 MQ Teacher Assessed	6 MQ Teacher Assessed	6 MQ Teacher Assessed
	By Week 13	By Week 25	By Week 35
Year 10	6 MQ Teacher Assessed	6 MQ Teacher Assessed	6 MQ Teacher Assessed
	By week 13	By Week 25	By Week 35
Year 11	6 MQ Teacher Assessed	6 MQ Teacher Assessed	6 MQ Teacher Assessed
	By Week 13	By Week 25	By Week 35

Deep Marking Timetable for Engineering

Subject: GCSE Engineering OCR Manufacturing L2	Term 1	Term 2	Term 3
Year 7	n/a	n/a	n/a
Year 8	n/a	n/a	n/a
Year 9	OCR manufacturing Pen holder module review Orthographic drawings	OCR manufacturing Mini-clamp module review	CNC-CAD/CAM applications
	October	March	May
Year 10	Mini-camp module review	OCR Manufacturing R110/R111 assessment- teacher review x 2 R110/R111 teacher assessment-final	OCR Manufacturing R112 assessment-teacher review x2 R112 teacher assessment-final
	Nov	Jan March April	March April
Year 11	GCSE Engineering NEA teacher review x 2-	GCSE Engineering NEA teacher review- penultimate.	GCSE Engineering Exam practice review, feedback.

		NEA teacher assessment-final	
	Oct Dec	Feb March	April

Deep Marking Timetable for D&T

Subject: GCSE D&T	Term 1	Term 2	Term 3
(Current) Year 9			
Year 10	Core-Mechanisms and systems	Core-New & emerging technologies	Core-paper & card
	Dec	Feb	April
Year 11			

Deep Marking Timetable for Engineering Cert.

Subject: Engineering Cert	Term 1	Term 2	Term 3
(Current) Year 9	Graphical communication techniques	Drill gauge module-planning	Depth gauge module Materials & properties
	Nov	March	May
Year 10			
Year 11			

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Deep Marking Timetable for English

Subject: ENGLISH	Term 1	Term 2	Term 3
Year 7	<ul style="list-style-type: none"> • Recount cold task • Review outcome 	<ul style="list-style-type: none"> • Hobbit cold task • Hobbit written outcome 	<ul style="list-style-type: none"> • Cold task • <i>(Social commentary writing)</i> • Oliver Twist creative writing
Approximate date:			

	Week 3 Week 10	Week 23 Week 26	Week 29 Week 32 Week 36
Year 8	<ul style="list-style-type: none"> Gothic story cold task Gothic opening outcome 	<ul style="list-style-type: none"> Newspaper cold task Editorial outcome 	<ul style="list-style-type: none"> Response to poems Poetry comparison
Approximate date:	Week 3 Week 10	Week 18 Week 26	Variable Week 31
Year 9	<ul style="list-style-type: none"> Response to Fermor and/or Bryson Creative Writing 	<ul style="list-style-type: none"> Poetry Comparison OMAM extract response 	<ul style="list-style-type: none"> MoV extract response End of year exam OMAM whole text response
Approximate date:	Week 5/Week 8 Week 12	Week 18 Week 24	Week 34 Week 27
Year 10	<ul style="list-style-type: none"> Christmas Carol Extract response Christmas Carol whole text response Poetry Comparison 	<ul style="list-style-type: none"> Inspector Calls exam response <i>T3E practice</i> <i>Evaluation practice</i> End of year exam. 	
	Must all be completed, marked and fed back by Easter.	TBA	
Year 11	Mock exams x 4	Mock exams x 4	
	Week 8 and 9 Grades in week 12	Week 20 and 21 Grades in week 23	

Deep Marking Timetable for Business Studies

Subject:	Term 1	Term 2	Term 3

Year 9	1.1 End of Module Test	1.2 End of Module Test	1.3 End of Module Test
	Before Christmas	Before Easter	Before the Summer
Year 10	1.4 & 1.5 End of Module Test	2.1 & 2.2 End of Module Test	2.3 & 2.4 Mock 1 End of Module Test
	Before Christmas	Before Easter	Before the Summer
Year 11	2.5 and Mock 2 End of Module Test	Mock 3 End of Module Test	Mock 4 End of Module Test
	Before Christmas	Before Easter	Before the Exams

Deep Marking Timetable for Geography

Subject: Geography	Term 1	Term 2	Term 3
Year 7	Base line assessment	Capture assessment (from GCSE paper)–	Capture assessment (from GCSE paper)–

	Capture assessment (case study)–	Capture assessment (case study)–	Capture assessment (case study)– Base line assessment
Year 8	Capture assessment (case study)–	Capture assessment (case study)–	Capture assessment (case study)–
	Capture assessment (case study)–	Capture assessment (case study)–	Capture assessment (case study)–
Year 9		Capture assessment (from GCSE paper)–	Capture assessment (from GCSE paper)–
	Capture assessment (from GCSE paper)– End of unit assessment	Capture assessment (from GCSE paper)– End of unit assessment	Capture assessment (from GCSE paper)– End of unit assessment
Year 10		Capture assessment (from GCSE paper)–	Capture assessment (from GCSE paper)–
	Capture assessment (from GCSE paper)– End of unit assessment	Capture assessment (from GCSE paper)– End of unit assessment	Capture assessment (from GCSE paper)– End of unit assessment
Year 11			
	Mock 1	Mock 2	GCSE exam

Deep Marking Timetable for Psychology

Subject: Psychology	Term 1	Term 2	Term 3
		End of unit assessment	End of unit assessment

Year 9	End of unit assessment Revise and improve	Revise and improve	Revise and improve
	Week this takes place will vary as must fall at end of unit. Usually week 13	Week this takes place will vary as must fall at end of unit. Usually week 25	Week this takes place will vary as must fall at end of unit. Usually week 35
Year 10	End of unit assessment Revise and improve	End of unit assessment Revise and improve	End of unit assessment Revise and improve
	Week this takes place will vary as must fall at end of unit. Usually week 13	Week this takes place will vary as must fall at end of unit. Usually week 25	Week this takes place will vary as must fall at end of unit. Usually week 35
Year 11	End of unit assessment Revise and improve	End of unit assessment Revise and improve	End of unit assessment Revise and improve
	Week this takes place will vary as must fall at end of unit. Usually week 13	Week this takes place will vary as must fall at end of unit. Usually week 25	Week this takes place will vary as must fall at end of unit. Usually week 35

Deep Marking Timetable for RS

Subject: RS	Term 1	Term 2	Term 3
Year 7	Base line assessment	12 mark question – extended writing essay	12 mark question – extended writing essay

	12 mark question – extended writing essay	Base line assessment	12 mark question – extended writing essay
Year 8	12 mark question – extended writing essay	12 mark question – extended writing essay	12 mark question – extended writing essay
	12 mark question – extended writing essay	12 mark question – extended writing essay	12 mark question – extended writing essay
Year 9		12 mark question – extended writing essay	12 mark question – extended writing essay
	12 mark question – extended writing essay End of unit assessment	12 mark question – extended writing essay End of unit assessment	12 mark question – extended writing essay End of unit assessment
Year 10		12 mark question – extended writing essay	12 mark question – extended writing essay
	12 mark question – extended writing essay End of unit assessment	12 mark question – extended writing essay End of unit assessment	12 mark question – extended writing essay End of unit assessment
Year 11			
	Mock 1	Mock 2	GCSE exam

Deep Marking Timetable for Maths

Subject: Maths	Term 1	Term 2	Term 3
Year 7	Assessment 1: Revise and improve	Assessment 2: Revise and improve	Assessment 3: Revise and improve
	Week 13	Week 25	Week 35
Year 8	Assessment 1: Revise and improve	Assessment 2: Revise and improve	EOY Assessment: Revise and improve
		Week 20	Week 31

	Week 7		
Year 9	Units 1 & 2 Test and Review	Units 3, 4 & 5 Test and Review	EOY Assessment: Revise and improve
	Week 13	Week 26	Week 37
Year 10	Units 9, 10,11 Test and Review	Units 12, 14 & 15 Test and Review	Mock Exam Revise and Improve
	Week 8	Week 21	Week 34
Year 11	Mock Exams 1 Revise and Improve	Mock Exams 2 Revise and Improve	
	Weeks 8/9	Weeks 20/21	

Appendix D

Home Learning Timetable by Subject 2018-19

English	Weekly tasks that are assessed through a variety of means (oral, written, self and peer group)
Years 7 & 8	For English in KS3 the expectation is for regular min 10 mins reading (every night or every other night) such that they complete their reading book within a couple of weeks take. Weekly spellings and vocabulary learning will be set on Show My Homework. Once per term there may be an additional research task or an opportunity to extend or polish a classwork task.
Year 9	40 minutes
Years 10 & 11	Approximately 60 minutes

Mathematics	Weekly tasks that are assessed through a variety of means (oral, written, self and peer group).
Years 7 & 8	30 minutes

Year 9	40 minutes
Year 10	Approximately 60 minutes (set 5, 40 minutes)
Year 11	Approximately 60 minutes (set 5, 40 minutes)

Science	Fortnightly tasks that are assessed through a variety of means (oral, written, self and peer group)
Year 7	30 minutes
Year 8	30 minutes
Years 9, 10 & 11	Approximately 60 minutes

Modern Foreign Languages	Weekly tasks that are assessed through a variety of means (oral, written, self and peer group)
Years 7 & 8	30 minutes
Year 9	60 minutes each week until completion of exam one vocabulary learning task + a skills-based task
Years 10 & 11	Approximately 60 minutes one vocabulary learning task + a skills-based task

Music	
Years 7 & 8	Each student is encouraged to participate in performance and enrichment opportunities during the year
Years 9,10 & 11 GCSE Music	Approximately 60 minutes each week Students will be encouraged to participate and commit to performance and enrichment opportunities during the year, practice and prepare repertoire for their first instrument. Further home-learning projects will be set in line with coursework requirements and demands.

Psychology	
Years 9,10 & 11	Regular tasks that are assessed through a variety of means (oral, written, self and peer group). Revision and booklet completion tasks are common. Approximately 60 minutes per week (Sometimes more when the topic needs deeper investigation in preparation for the exam or exam practice)

Drama	
Years 9, 10 & 11 GCSE Drama	Approximately 60 minutes each week The Drama department will set a home-learning project once a term throughout the course; these projects will link to practical tasks and assessed coursework units. The home-learning projects will comprise of a combination of practical and theory based tasks, each project will amount to at least 15 hours of study.

Dance	
Years 7 & 8 KS3 Dance (Taught as part of the PE curriculum)	No formal home learning is set but students are encouraged to participate in performance enrichment opportunities throughout the year.
Years 9, 10 & 11 GCSE Dance	Approximately 60 minutes per week Home learning may take the form of both <u>written and practical tasks</u> and may require students to complete home learning within a studio setting. The studio is available some lunch times as well as before school, break time and after school. Students will need to take responsibility for this and organise their time effectively. Studio time can be booked by seeing a member of the dance department.

PE	
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Years 9,10 & 11 GCSE PE	Approximately 60 minutes each week
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Geography	During year 7 and 8, open ended project-like tasks are set once a year. Some intermittent home learning tasks may also be set throughout the year and will be published via Show My Homework.
Year 7	First half Spring term; 6-7 weeks project 'Brilliant Brazil'. Projects require a minimum of 30 minutes per week
Year 8	Second half Autumn term; 6-7 weeks project 'African Infographics'. Projects require a minimum of 30 minutes per week
Years 9,10 & 11	Approximately 60 minutes per week with a mixture of weekly and extended project tasks

History	During year 7 and 8, open ended project-like tasks are set up to twice a year. Some intermittent home learning tasks may also be set throughout the year and will be published via Show My Homework.
Year 7	English Civil War local history project – Summer Term Projects require a minimum of 30 minutes per week.
Year 8	Devon's links to slavery – Autumn Term. WW2 Home Front project - Summer Term Projects require a minimum of 30 minutes per week.
Years 9,10 & 11	Approximately 60 minutes per week with a mixture of weekly research tasks, exam practise/preparation and extended project tasks.

RS	During year 7 & 8, open ended project-like tasks are set up to twice a year. Some intermittent home learning tasks may also be set throughout the year and will be published via Show My Homework.
Year 7	Second half Autumn term; 4-5 weeks long project, 'Diwali' First half Spring term; 4-5 weeks long project, 'Spirituality' Projects require a minimum of 30 minutes per week
Year 8	Second half Spring term; 4-5 weeks long project, 'Ethics' Second half Summer term; 4-5 weeks long project, 'Holocaust'. Projects require a minimum of 30 minutes per week
Years 9,10 & 11	Full course: up to 60 minutes per week.

Business Studies	Weekly tasks that are assessed through a variety of means (oral, written, self and peer group) There is an overall aim for students to 'learn by doing'.
Years 9 & 10	GCSE Business - Approximately 60 minutes (Sometimes more when the topic needs deeper investigation in preparation for the exam or exam practice)
Year 11	GCSE Fast track Business - up to 5 hours a week. Home learning could be task driven, revision led or investigative depending upon which unit the students are studying.

Art and Design	During years 7, 8 open ended project-like tasks are set once a year. Some intermittent home learning tasks may also be set throughout the year and will be published via Moodle/Show my Homework.
Year 7	Summer term; 9 weeks project 'Graphic Novel' Projects require a minimum of 30 minutes per week.
Year 8	Second half Autumn term/first half of Spring term; 9 weeks project 'Art with Issues' Projects require a minimum of 30 minutes per week.
Years 9,10 & 11	Approximately 60 minutes each week – set on Show My Homework other times self-negotiated and a continuation on coursework/exam projects.

Extended Thinking	Homelearning with Extended Thinking is introduced through History, Geography & Philosophy & Ethics Year 7 Projects.
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Year 7	No homework set – history projects links to Extended Thinking.
Year 8	Taught through Impact Days. Year 8 Projects will be set on: November 17 th . Collected on: January 19 th .
Years 9 &10	Taught through Impact Days. Year 9 & 10 Projects will be set on: November 17 th . Collected on: January 19 th .
Year 11	Year 11 homelearning will be projects set through the Element hour and has HL for 2 Examinations.

Technology	Home learning will be delivered as either integral tasks or as an extended project as part of specific schemes of learning that the students will undertake in Design & Technology.
Year 7 & 8	Approximately 30 – 45 minutes every fortnight Year 7 – Extended Project – Grow Your Own – Spring Term
Years 9, 10	Approximately 30 – 60 minutes fortnightly
Year 11	Approximately 30 – 60 minutes every week

Computing	Fortnightly tasks that are assessed through a variety of means (oral, written, self and peer group and some tasks will be set and assessed online)
Years 7,8	30 mins a week on a self led typing tutorial to improve keyboard skills.
Years 9, 10 & 11	Approximately 60 minutes

SETTING OF KS5 Home Learning	
YEARS 12, 13 & 14	Home Learning of approximately one hour for every hour taught in every subject.