



THE WREN

NURTURE · CHALLENGE · INSPIRE

Inspirational Classrooms Policy

Management of the Policy:

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*At every review, the policy will also be shared with the Trust and the local governing body.

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1. Aims

This policy aims to:

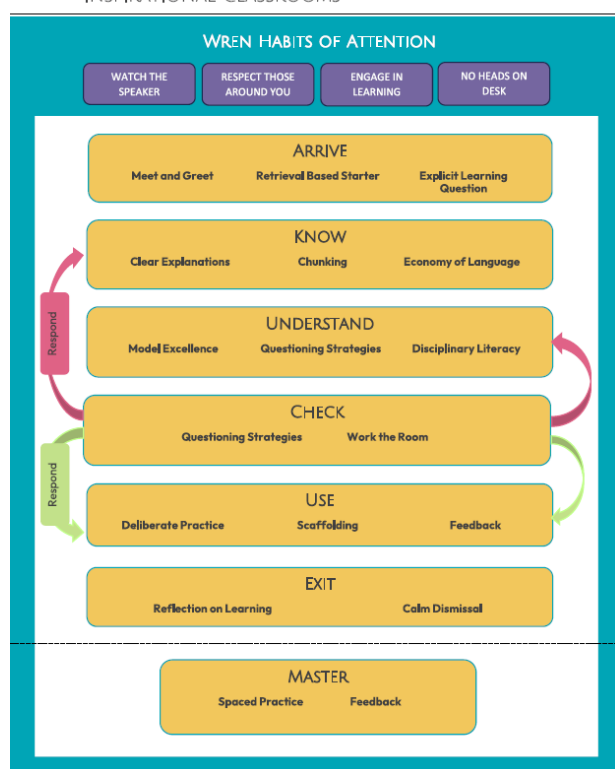
- Explain how The Wren creates an environment that enables all students to develop a love of learning, and be nurtured, challenged and inspired.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to truly inspirational classrooms.
- Promote high expectations and raising standards of achievement for all students in our school to support them to craft a remarkable future.
- Involve families and the wider school community in student learning, development, and celebration of success.

NB: in this policy, where it states available online this refers to the School website: <https://wren.excalibur.org.uk>

2. Our Guiding Principals: Inspirational Classrooms

Inspirational Classrooms (IC), introduced in 2020 and revised in September 2025, is our framework for good, or better, teaching and learning, which is underpinned by our core values of nurture, challenge and inspire. The purpose of a framework is to ensure that staff have clarity around the expectation of teaching and learning and can be supported to develop these skills, and aspects of their teaching. Inspirational Classrooms comes with a boldly ambitious

goal: to have a great teacher in every classroom.



Inspirational classrooms was designed and inspired by a range of research, most notably:

- Rosenshine's Principles of Instruction
- Allison & Tharby's, Making every lesson count
- Daniel Willingham's 'Simple model of the mind'
- Harry Fletcher-Wood 'Responsive Teaching'

Inspirational Classrooms, demonstrates our common aspects of teaching and what we deliver in every classroom, regardless of subject or teacher.

Maslow's Hierarchy of Needs (1943) helps us to understand that students must feel safe and secure within the school community in order to be the best they can be. The Wren values the importance of ensuring that each child is well known and receives an exceptional level of support. Maslow (1943) helps us to understand that students learn best at our school when they:

- Have their basic physical needs met.
- Feel secure, safe and valued.
- Feel a sense of belonging to the group.
- Have the physical space, materials and the tools needed to learn.
- Are engaged, motivated and inspired.
- Are not disrupted or distracted by others.
- Know what outcome is intended.
- Understand what is expected of them (the task)
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practice what they are learning, independently and collaboratively.
- Can apply the learning in both familiar and new contexts.
- Can show resilience when learning is hard and manage their emotions when it is not going well.
- Recognise that all students make mistakes and mistakes can help us learn.
- Can link what they are doing to other experiences and future relevance.

2.1 Our Guiding Principals

2.1.1 Wren Habits of Attention

The Wren is committed to ensuring exceptional learning environments. To ensure focused and attentive classrooms, we use Wren Habits of Attention. Our habits of attention is explicitly designed to teach students the expected learning behaviour. Wren Habits of Attention is grounded in research, such as:

- Students only learn what they think about and pay attention to; it is important to establish classroom norms in which students are visually and actively demonstrating their engagement with learning (Willingham, D. (2009) Why don't students like school)
- Consistency is important for supporting students' working memory; by working with a shared language both students and staff will feel supported to develop the correct culture.
- Peer culture has a significant impact on behaviour; by developing consistent habits of attention in classrooms, all students will be encouraged to focus on their learning. (Bennet, T. (2020) Running the Room)

The Wren Habits of Attention encourage students to engage effectively in lessons, all staff use the shared language of the WREN acronym.

This is:

- Watch the speaker – to show other people their ideas matter.
- Respect those around you – by listening to each other and the teacher, to support each other's learning.
- Engage in learning – actively listen to think carefully to reflect on what is being said and get involved in discussion.
- No Heads on desk – sit up with all chair legs on the floor to show interest and stay engaged.

We apply inclusive strategies to ensure that students with additional needs can meet the expectations of Wren Habits of Attention.

2.1.2 Arrive

The Wren expects the starts of lessons to be well structured and purposeful. Teachers are expected to welcome students into class by standing at the threshold between their classroom and the corridor. This supports both appropriate behaviour in the corridor, and a warm welcome into the learning space. All lessons are expected to begin with an appropriate retrieval starter. This provides students with the opportunity to quickly experience success and build their self-efficacy, as well as enabling teachers to activate appropriate prior knowledge which will support with the lesson. We also expect lessons to be framed around an explicit learning question, which may be linked to a wider enquiry spanning multiple lessons. Through this framing, we encourage students to be inquisitive and recognise that what they are learning has a purpose beyond pure knowledge.

2.1.3 Know

The 'know' phase of a lesson provides the opportunity for new knowledge or skills to be shared in a variety of ways, as the first step towards understanding. The Wren expects staff to carefully consider their explanations when exploring new ideas, including considering appropriate analogies to use to contextualise new information. Staff should also consider appropriate chunking of information, to reduce cognitive overload as per Willingham's model of the mind. When sharing new information, we also ask staff to be aware of their economy of language. This is not to reduce teacher talk for the sake of it, but to ensure staff consider what language needs to be emphasised and repeated, and how to avoid unnecessary complications – this is particularly important given the high number of EAL students at The Wren.

2.1.4 Understand

Following Willingham's simple model of the mind, it is essential that once students have been introduced to new ideas, they are given opportunities to think hard about them. To this end, at The Wren we ensure that students are given opportunities to process new information to support their understanding. This might include the use of modelling, such as through using visualisers or an 'I / we/ you' approach to explore the application of knowledge. Equally, students will be encouraged to think hard through questioning strategies designed to support whole class thinking and discussion. This will be through focusing on clear thinking time, followed by a no hands up questioning approach to engage all students. An important part of cementing students understanding is also through considering disciplinary literacy, through explicit vocabulary instruction and opportunities for oracy to use vocabulary in context.

2.1.5 Check

Though checking for understanding should be consistent throughout lessons, it remains a particularly essential moment to check student understanding between processing new information and applying it in context. To this end, at The Wren we expect staff to make use of a variety of questioning strategies to check for understanding across the whole class, including show-me boards and hinge questions. This is to be done alongside regular working the room to check students work and provide immediate verbal feedback. Following the principles of adaptive teaching, this check opportunity is to be used to inform teachers about their next steps, to help them respond to students needs by revisiting explanations or introducing additional scaffolding or challenge as necessary.

2.1.6 Use

To support transition from working memory to long term memory, we encourage students to apply their learning to ensure they have to think hard about it. Whilst this might not take place every lesson, we would expect to see regular opportunities for application of knowledge across a term or unit. This is likely to include deliberate practice, where specific elements of a skill are targetted and practiced, as well as longer extended tasks to develop specific skills alongside the new knowledge. Where appropriate, teachers will provide additional scaffolding for students that need it, ensuring this is removed in a timely manner to maintain development. When extended application tasks are completed, it is essential that students receive timely feedback to correct misconceptions and provide opportunities to improve their work.

2.1.7 Exit

To support a calm end to lessons, we ask staff to make time for a short reflection of learning. This might be a plenary task, exit ticket, or purely a reflection of what was covered in that particular lesson. We ask that staff dismiss classes row-by-row, and only when they show they

are ready by standing quietly behind their desks. This allows us to pass calmness forward for the next teacher of any group.

2.1.8 Master

The 'master' phase represents a less frequent opportunity to revisit prior knowledge and to complete more directed and extensive improvements from feedback. Following Willingham's simple model of the mind and considering Ebbinghaus' forgetting curve, The Wren expects that students will be given opportunities to revisit information at increasingly spaced intervals, to support transition from working memory to short term memory. This might include opportunities to undertake 'over time' assessments, and to then improve their knowledge and skills through responding to the feedback they are provided with.

3. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is outlined in detail in our Family, Student & School Agreement, *available to view in our Family, Student & School Agreement online*.

This is how we will create the above conditions for students' learning at all times:

3.1 Teachers and Support Staff

Teachers and Support Staff at our school will:

- Celebrate achievement and have high expectations for everyone.
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage families in their child's learning through open communication, Wren10, termly newsletters, progress evening's, reports, the website and school social media.
- Update families on students' progress on at least 3 occasions in each year via reports and/or progress evenings.
- Meet the expectations set out in other relevant school policy and processes, available to view on our website.
- Build relationships with our students.
- Know students well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective feedback strategies as required.
- Feedback observations of students to teachers and suggest methods to support and empower students.
- Communicate regularly and effectively with teachers and other colleagues.

- Identify and use resources to support learning.
- Have high expectations and celebrate achievement in line with teaching staff.
- Demonstrate and model themselves as learners.
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, and homework guidance.

3.2 Curriculum Leaders

Curriculum Leaders at our school will:

- Celebrate achievement and have high expectations for everyone.
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows students to make good progress from their individual starting point.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges and act accordingly.
- Timetable their subject to allocate time for students to:
 - Achieve breadth and depth.
 - Fully understand the topic.
 - Demonstrate excellence.
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities through appropriate intervention. This might be phase 1 intervention (responsive teaching in the moment), phase 2 intervention (actions to be taken within the classroom that require forethought), or phase 3 intervention (additional targeted intervention in small groups running for short, monitored cycles).
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, and homework guidance.
- Hold staff and students to account for their teaching and learning.

3.3 Senior Leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and success and have high expectations for everyone.
- Hold staff and students to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of professional development (PD) opportunities to improve staff practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.
- Meet the expectations set out in our behaviour policy, feedback guidance, *appendix 1*, and homework guidance.

3.4 Students

Students at our school will:

- Take responsibility for their own learning and support the learning of others.
- Meet our expectations to be Kind, Ambitious and Respectful to ensure that they meet expectations for good behaviour for learning at all times and respecting the rights of others to learn through.
- Arrive at line up each day with the correct equipment, listed in the uniform policy.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious and engaged learners.
- Acknowledge and actively seek to act upon teacher feedback.
- Put maximum effort and focus into their work.
- Complete any homework as required.

3.5 Families

Families of students at our school will:

- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.

- Support good attendance.
- Participate in discussions about their child's progress.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning, or inform the school where support is needed to enable this.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to homework.

3.6 The Trust and Governors

The Trust and Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress and attainment.
- Monitor the effectiveness of this policy and hold the Principal to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. At The Wren teachers are not expected to prepare, or make available, individual lesson plans. Staff are trusted, as professionals, to prepare appropriately for teaching and to follow the curriculum plans for their subject in consideration of the individual needs for their class. Monitoring this is the responsibility of the Curriculum leader and Senior leaders.

This policy supports our vision that The Wren will have an ambitious curriculum for all students. In order to achieve this vision

- Our curriculum is an ambitious seven-year curriculum that builds upon the foundation learning at KS2 and reflects the requirements of the National Curriculum at KS3, KS4 and KS5.
- Our curriculum provides a breadth of subjects for students to experience and a range of options in all key stages enabling all to fulfil their ambitions.
- Our curriculum is knowledge rich enabling all to understand concepts and to acquire specific skills needed for life, further study or careers.
- Subject curriculums are coherent and sequenced, reflecting proven research on how students best learn, retrieve and apply knowledge.

- All subjects provide enrichment opportunities and encourage students to join extra-curricular activities to enhance knowledge and inspire curiosity.
- Subject curriculums provide clear links to career options and pathways for students to encourage further opportunities for study.
- Approaches to literacy and numeracy are recognised to be subject specific and the responsibility of all subject teachers across the curriculum as seen through the approach to 'disciplinary literacy' in inspirational classrooms; similarly, the importance of fostering a love of reading and driving exposure to a range of literature is reflected in our bespoke tutor reading programme.
- Culture, which includes PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education), is a fluid curriculum evident across the school, influenced by current events, cultural dates, and student voice and planned to support the social, moral, spiritual and cultural needs of the community.

5. Scaffolding and Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We believe in setting challenging learning questions for all students. Teachers will differentiate through scaffolding learning to cater to the needs of all students, supporting each child to reach their potential, including, but not limited to:

- Students with special educational needs and disabilities (SEND).
- Students with English as an additional language (EAL).
- Disadvantaged students.
- Students that are most able.

Some of the strategies which help this to be achieved include:

- Encouraging all students to seek support where necessary from class teachers, curriculum leaders, form tutors and progress leaders.
- Providing writing frames, keywords, visual cues and other such strategies to scaffold learning appropriately.
- Working with our Special Educational Needs Co-Ordinator (SENDCo), our students with additional needs, and their families to establish the appropriate level of material to support these students to make good progress through a tailored one-page profile.
- Setting challenging learning questions which challenge the highest achievers in the class and then add appropriate layered support to help all learners to achieve.

For further information on how The Wren supports students who have additional needs, please see the SEND policy, available on our website.

6. Feedback

The Wren promotes the importance of feedback, not marking. Feedback will be a daily part of a student's life at The Wren and comes in many forms. Through a range of feedback strategies, such as live marking, zonal marking, and whole class feedback, teachers will clearly explain to students what they are doing well and what they should do to make further improvements and progress. Full feedback guidance is available in appendix 1.

7. Homework

The Education Endowment Foundation (EEF) state that effective homework can accelerate learning by 5 months and a focus on literacy can accelerate homework by 6 months. This demonstrates that homework can have significant impact on student outcomes. It also supports students to become independent learners, better preparing them for KS5 and beyond.

Homework is most purposeful when it is used for practice or preparation. It is most effective when done in a supportive, secure environment, with focused time set aside.

Our policy for homework states that:

1. Tasks will be no longer than 30 minutes.
2. All homework will either be 'practice' or 'preparation' tasks.
3. At KS3, literacy-based tasks will be prioritised where possible.
4. Tasks will be set regularly according to the whole school homework timetable.
5. Tasks to be set on MS Teams and recorded in planners by students. Should your child need a paper copy of homework please inform your child's progress leader.

What does 'Homework at The Wren' look like?

The table below outlines some examples of what these tasks may be:

Examples of 'Practice' based tasks.	Examples of 'Preparation' based tasks.
• Forms Quizzes/Quizlet • Knowledge Organiser creation • Worksheets on what was covered in class. • Vocabulary linked to what has been covered. • Guided reading on an article or academic text linked to what has been covered. • Seneca, or similar. • Practice Exam questions. • Improving example answers	• Research tasks. • Guided reading • Learning key vocabulary • Making list of questions about an upcoming topic • Finding items that will be used in class, e.g. objects for still life. • Using retrieval examples to prepare for upcoming exams. • Relevant videos/podcasts to introduce future concepts – could then pose questions to cover in lesson on MS Teams.

Our expectations for homework are below:

- KS3 expectations – core subjects up to 30 minutes per week and non-core subjects up to 30 minutes per fortnight.
- KS4 expectations – core subjects up to 1 hour weekly, made up of 2-3 20–30-minute tasks and option subjects up to 30 minutes weekly.
- KS5 expectations – approximately 4 hours learning per subject, per fortnight of learning.

8. Assessment

We will track students' progress using formative assessment. Numerous pieces of learning will contribute to the teacher's judgement of student progress. Curriculum leaders and teachers will be able to explain the range of low-stakes and learning over time assessments that contribute to an overall assessment of progress. Teachers use frequent feedback to help students to understand what they should Continue to do because it is going well and what they should Improve because it can support progress and understanding.

9. Report and Communication

Each academic year, each child receives one full report per year, issued to families electronically, this full report includes comments on what to do next. In addition to this, each child will receive a minimum of two data update report and two academic update reports, issued to families electronically. Every family is invited to one progress evening per year. Students in KS4 and KS5 will also receive mock results and updated forecast grades at appropriate times of the academic year.

The full report at KS3 informs families of three things:

- How well their child meets our The Wren Values, represented as an 'Ambition' grade and a 'Kindness and Respect' grade. The values descriptors are available in Appendix 2.
- Their current progress in each subject.
- A comment on next steps to inform the student and family of how they can improve further.

In addition to the above aspects of reporting at KS3, families of KS4 and KS5 students will receive a 'Forecast' grade. This is the grade that the teachers consider the student is forecasted or most likely to achieve in their final exams based upon current student performance at school. This grade relies on students' attendance, attitude, effort and behaviour continuing at the same level. At KS5, our full report shares information about students' folder quality and independent learning.

The data update reports include data on attendance, punctuality, praise and consequences.

The academic update reports include a 'snapshot' working at and progress grade in each subject.

At The Wren we share 'Minimum Expected Outcomes' (MEO) with students at all key stages. In KS3, this is a grade related to curriculum expectations for each subject, the possible MEO's are 'Towards', 'Within' or 'Above'. At KS4 and KS5 the MEO is a grade in line with the national grading system for GCSE and GCE qualifications and their vocational equivalents. The concept of a minimum expected outcome is intentional; we want each of our students to aspire to be their best without limitation.

11. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all our students make the best possible progress from their starting points.

Senior leaders and curriculum leaders will monitor and evaluate the impact of teaching on students' learning through:

- Development Drop In's – lesson visits.
- Better Never Stops in Action week's where each department collaborates with Senior leaders to celebrate the strengths of the subject and consider the development areas of the subject.
- Book Look to review the standards and quality of work in books.
- Better Never Stops subject meetings between curriculum leaders and senior leaders 2 times a year, where school data is analysed by Senior and Curriculum leaders to support onward discussion with leaders.
- Gathering input from our students by regular student voice activities.
- Gathering input from families through activities, such as Feedback Loops.

The Wren has an open-door policy and supports collaboration between colleagues. At The Wren we assume that all staff want to improve and support their professional development accordingly through our Professional Learning and Development Procedure (PLDP).

11. Links with Other Policies

This policy links with the following policies and procedures:

- Behaviour policy
- SEND policy and information.
- Home & School agreement
- Feedback Guidance
- Homework Guidance

These policies can be viewed [here](#).

Appendix 1: Feedback and Guidance

Rationale:

As highlighted by Education Endowment Foundation research effective feedback can accelerate learning by 6 months (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>). For more information click here.

Feedback is underpinned **by frequent low stakes assessment and time for feedback** and is considered in curriculum planning. At The Wren we believe feedback should have a minimum input, maximum impact mantra.

Feedback is **purposeful**, which means that it:

1. **Moves students forward – supports progress, corrects misconceptions and closes gaps.**
2. **Informs teacher onward planning.**

At The Wren **teachers have autonomy** over the type of feedback provided, this also supports teacher workload and well-being. Teachers may select from the feedback toolkit below, or in discussion with agreed alternatives which are quality assured by the Subject Leader.

- **Verbal feedback:** the most common form of feedback where the teacher works the room throughout activities, engaging in dialogue with students on how to better their work with immediacy – this is a daily routine.
- **Whole class feedback:** the use of a template to provide feedback to the class, shared to the class on screen or under a visualiser, and where each student is provided a copy to act upon. Please note a cross section of books may provide common misconceptions, or the full class set. Good practice examples and template available here.
- **Live marking:** this method is where the teacher uses a visualiser, or similar, to review their own model, or student work (with permission) for the benefit of the whole class, narrating where there is excellence, areas to improve and how to improve it. Good practice examples available here.
- **Box marking:** where the teacher identifies a clear sub-section of a longer piece of work to mark. Commonly the teacher would ask for a paragraph or section to be highlighted into a box. This box is then marked in depth with student personal feedback of what to Continue (in future) and what to Improve. Good practice examples available here.
- **Live zonal feedback:** the teacher mentally “zones” the room and over a series of lessons provides verbal, or written, personalised feedback to each student, e.g. front row in one lesson, second row next lesson etc.

- **Continue, improve marking:** this is the traditional written marking in book, whereby the teacher marks a selected piece of work only and directs students what to Continue (in future) and what to Improve.
- **Guided self or peer reflection, with clear success criteria:** this is where students reflect upon their own, or their peers learning, providing guidance on what to Continue (in future) and improve. Good practice examples and template available both here and here.

Other:

- Regular feedback is evident through student knowledge of what they need to do to improve, and students should be able to verbalise this if asked.
- Written teacher feedback should be in green pen.
- Students should always respond to feedback. This should be in purple pen.
- Considering workload and well-being teachers are not expected to mark everything, or 'tick and flick'.

Curriculum planning

- It is essential that the activities for low stakes assessment at KS3 and both low stakes and high stakes assessment at KS4/KS5 are collaboratively planned within the department and reflected in schemes of learning and curriculum maps.
- Planning of feedback is an essential part of effective teaching.
- Schemes of learning should actively demonstrate the importance of feedback through including pause lessons and gap planning.

Teacher professional development:

To support teacher development of this departments should share best practice termly (once a short term) through peer book looks, peer observations and departmental or whole school training.

Monitoring:

- There is an expectation that Developmental Drop In's (DDIs) will ask students to verbalise what they need to do continue & improve.
- There is an expectation that collaborative book looks will occur bi-termly (once a large term), if appropriate to the subject or key stage.
- These are the responsibility of the curriculum leader to organise and may be either:
 - Departmental peer book looks.
 - Curriculum leader & TLR holder book looks.
 - SLT & curriculum leader book looks.

- Departmental swap
- This table identifies key roles and responsibilities for monitoring and engaging in this process:

Senior Leaders

Input	Responsibility	Regularity	Purpose
Leading CPD Inspirational Classrooms Focus	OAS	Termly	To celebrate good practice within the school, highlight and develop key expectations, and give staff time to develop this.
Developmental Drop In's (DDI's)	All SLT	Termly	Each SLT member to be assigned a department to focus their DDI's on, with goal to see and feedback to each dept. member. To support with monitoring T&L across the school.
Joint DDI's	All SLT	Bi-Termly	Each SLT member to conduct a joint DDI with their linked curriculum leader. To support CL in prioritising and delivering feedback.
BNS in Action	BOB, SMO, OAS, BNS lead.	Yearly	To celebrate successes in depts. and confirm areas for priority. To develop CL's ability to narrate curriculum intent, implementation and impact.
Monitoring of DDI feedback	OAS	Termly	To support monitoring of impact of CPD on teaching practice. To support whole school understanding of T&L to allow responsive CPD to take place where needed.
Book Looks	OAS	Termly	To support monitoring of high expectations in exercise books and feedback to curriculum leaders.

Curriculum Leaders

Input	Responsibility	Regularity	Purpose
Participation in Focus	Curriculum Leaders	Each session	To model and share good practice and encourage positive engagement within department areas.

Department time	Curriculum Leaders	Minimum once per term	To develop subject-specific pedagogy building on the termly focus session and responding to DDI feedback.
DDI's	Curriculum Leaders	Termly	To evaluate current departmental practice to inform use of department time. To provide feedback to develop individual staff practice. To contribute to whole school conversations around T&L.
Book Looks	Curriculum Leaders	Bi-termly	To explore books in dept. to support with standardisation, evaluation of current practice and developing individual staff practice.
Monitoring of departmental DDI feedback	Curriculum Leaders	Termly	To inform individual and departmental CPD and support with evaluation of curriculum and delivery.

All Staff

Input	Responsibility	Regularity	Purpose
Participation in CPD	All staff	Each session	To develop better practices in line with whole school goals.
Respond to feedback	All staff	Each DDI	To be open to feedback conversations following DDIs, and to implement pedagogical changes in line with this.
Peer DDI's	All staff	Twice per year.	To support in developing pedagogical awareness and opportunities to learn collaboratively.

Curriculum leaders must ensure their departmental feedback guidance reflects this whole school guidance. *This may refer to what will be evident within their own subject setting.* A template of the department feedback document is available [here](#).

Appendix 2: Be Respectful and Kind and Be Ambitious Descriptors

Category	Be respectful and kind	Be ambitious
Exceptional (E)	- Always polite, kind and helpful to others; - Contributes positively to the learning environment; - Respects the environment around them including resources; - Respects others' values, opinions and beliefs; - Always follows staff instructions.	- Their effort is consistently above and beyond; - Starts tasks quickly and independently; - Always engages proactively on feedback; - Consistently does homework to a good or exceptional standard; - Always punctual; - Reliably brings in the key equipment items.
Good (G)	- Polite and kind to others; - Respects others' values, opinions and beliefs; - Respects the environment around them including resources; - Always follows staff instructions.	- Starts most tasks independently; - Engages with feedback; - This student does their homework and to a good standard; - Reliably brings in the key equipment items; - Punctual.
Requires Improvement (RI)	- Usually polite and kind to others; - Will tidy up after themselves but might need a prompt; - Sometimes needs to be reminded to respect others' values, opinions and beliefs; - Sometimes does not follow staff instructions first time.	- Requires regular teacher reminders to start a task; - Needs encouragement to engage with feedback; - Sometimes does homework, but to an unacceptable standard; - Brings equipment to lessons but may forget on occasion; - Usually on time.
Cause for Concern (CC)	- Often not polite or kind to their peers or staff; - Does not respect the environment around them; - Rarely follow staff instructions first time; - Requires a lot of prompting to make the right decisions.	- Their effort is detrimental to their achievement; - Only occasionally, or very rarely, contributes positively to the learning environment; - This student rarely, if ever, completes homework; - Does not, or rarely, brings the correct equipment; - Often late to lesson.

Appendix 3: The Wren Homework Guidance Rationale

As highlighted by the Education Endowment Foundation (EEF), effective homework can accelerate learning by five months and a focus on literacy, through homework, can accelerate literacy outcomes by six. Further evidence on the value of homework comes from Cooper (1989) & Jones (2022), who suggest a +0.69 and +0.60 effect respectively, demonstrating that homework has a significant impact on student outcomes; it also supports students to become independent learners thus better preparing them for KS4/ KS5 and beyond.

Our policy summary:

1. Students will not be expected to spend longer than 30 minutes on a task.
2. All homework will either be 'practise' or 'preparation' tasks.
3. Tasks will be carefully planned into SOL, making use of interleaving and spaced practice.
4. At KS3, literacy-based tasks will be prioritised where possible.

What does Homework at The Wren look like?

The table below outlines some examples of what these tasks may be, though this is not all encompassing:

Examples of 'Practise' based tasks:	Examples of 'Preparation' based tasks:
• Forms Quizzes/Quizlet. • Knowledge Organiser creation. • Worksheets on what was covered in class. • Vocabulary linked to what has been covered. • Guided reading on an article or academic text linked to what has been covered. • Seneca. • Practice Exam questions. • Improving example answers.	• Research tasks such as fact file; <i>meanwhile elsewhere</i>; context building etc. • Guided reading of article or academic text for next topic. • Learning key vocabulary. • Listing questions about an upcoming topic. • Finding items that will be used in class, e.g. objects for still life. • Using retrieval examples to prepare for upcoming exams (targeted revision). • Relevant videos/podcasts to introduce future concepts – could then pose questions to cover in lesson on google classrooms etc.

- KS3 expectations – Core subjects up to 30 minutes per week, other subjects up to 30 minutes per fortnight.
- KS4 expectations – Core subjects up to 1 hour weekly (2-3 short tasks totaling 1hr), Options subjects up to 30 minutes weekly.
- Homework tasks should be set roughly on a ratio of 3 practice tasks to every 1 preparation task.

How will we monitor and provide feedback on homework?

Research suggests that it is essential for homework to be checked with some form of feedback, to allow students to perceive its value and understand how it links to learning. This does not always need to be done through formal marking, but can also include methods such as:

A. Class teacher expectations:

- Self/Peer assessment, or self-marking homework (such as Seneca)
- Circulation to check completion.
- Targeted questioning or discussion related to the homework task.
- Whole class feedback, such as under a visualiser to go through answers or a great example.

B. Curriculum Leader expectations:

- Quality assuring and supporting implementation of homework within SOL.
- Monitoring that homework is being set consistently according to the policy.

Inclusion

This document is inclusive through the utilisation of a timetable which supports routine and clarifies expectations for students. Additional expected considerations for staff include:

1. Homework should be differentiated as it would be in class.
2. Time expected to be taken to complete homework should be explicitly clear.
3. In rare exceptions that students are exempt from homework, this should be known and will be listed on their ISP.
4. Homework clubs will be available to provide student support and access to resources needed.

Praise

At The Wren we believe in the importance of doing homework valuable. Whilst this is most visible through utilising the work in class through review, feedback or learning, praise can also be powerful. This is recommended by following our praise guidance, which includes:

1. Verbal praise
2. Praise Points, awarded via Arbor.
3. Postcards
4. Communication home
5. Nominations for end of term awards

Consequences

At The Wren we want to grow a culture that recognises the value of homework. To support this, consequences for non-completion will be set as per the following flow:

Occurrence	Action
Homework 1	Teacher speaks to student to identify barriers, outline expectations and a notification on Arbor.
Homework 2	Teacher sends pre-written email to families, which outlines the above and a notification on Arbor
Homework 3	Consequence set at 60 minutes (follows usual escalation if missed) and a notification on Arbor
If the student receives two homework 3's in a term it is the teacher's responsibility to phone home and discuss this with the family.	
Additional flow considerations:	
What happens each big term?	The process above is followed if a student has never missed homework before. If a student has missed homework before they would move through this flow: ○ First in a new 'big' term: <i>Homework 2, then usual flow.</i> ○ Second and subsequent occurrences in the big term: <i>Homework 3, then usual flow.</i>

How do we embed the culture?

- Consistency in following the above flow is critical from all team members.
- In September all students will have an assembly on Homework.

- In September we will speak to all families via the information evenings and Wren10/Newsletter about Homework.
- Staff and student voice will be collected in the year.

Homework timetable

	WEEK A		WEEK B	
	Monday	Wednesday	Monday	Wednesday
KS3	English Maths Science	History Geography Citizenship Religious Studies Drama Music Dance Art Technology PE Computing Languages	English Maths Science	N/A
KS4	English Maths Science	Options Subjects	English Maths Science	Options Subjects
KS5	At KS5 students are set independent study at a rate of approximately one hour per every two taught hours			