



COLMERS SCHOOL
& SIXTH FORM COLLEGE

The Colmers Way

Curriculum Handbook

2025-2026

Curriculum Aim

Principles of Curriculum Design

Teaching and Learning Framework

Assessment and Feedback Policy

Home Learning Policy

Know More. Do More. Be More.

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The Colmers Way: Our Curriculum Intent

At Colmers, our values of **Achieving Excellence by Belonging Together and Challenging Mindsets** are at the heart of everything we do.

Our Colmers' curriculum is designed **to open minds and open doors for all our young people**. We believe our approach will help students **know more, do more and be more**.

- We will ensure that students achieve excellence by experiencing a 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. **Knowledge sticks to knowledge; the more we know, the more we can learn.**
- **Literacy and numeracy** lie at the heart of our teaching 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.
- Students 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 is important and use that knowledge to achieve their ambitions.

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 students with every possible chance to engage with **high quality, appropriately challenging texts**.



The Principles of Curriculum Design at Colmers

What we teach and **how** we teach it needs careful planning and organising. Our curriculum design is completed by subject experts and highlights 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 Key Stage 5) 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. Core 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 Colmers Teaching and Learning Principles, Feedback Policy and Home Learning Policy.
- include **learning objectives** and **learning outcomes** for each learning phase.
- identify the **big picture** that enables students to understand how new learning is connected to prior and future learning.
- explain the **powerful knowledge** that will be learned in the unit of work.
- identify and define the **key** and **foundational vocabulary** for each unit of work.
- outline how students are expected to **demonstrate what they know, understand and can do** through regular, deliberate practice. This will be through writing lengthy pieces of work or practical/subject specific alternatives.
- outline the **home learning** tasks that will enable students to deliberately practice at home.
- 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 **unseen assessment tasks** that test the knowledge and skills students should have learned as they progress through the curriculum. At key stage 3 these assessments should not be GCSE question papers.
- include **feedback tasks** that provide planned opportunities to review and relearn.
- include planned **activities for high attainers** to deepen their knowledge and understanding.
- plan scaffolded approaches for low attainers 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** that recall previous knowledge or prerequisite knowledge.
- **Feedback slides** with answers provided to help our teachers' planning.
- **Definitions of key vocabulary.**
- **Definitions and Frayer models for Foundational vocabulary.**
- A bank of appropriately **challenging texts** for students to read, up to **800 words** per lesson.
- **Scaffolded resources** to enable all students to access the curriculum.
- A range of **exam questions** (KS4/ KS5) or deliberate practice questions/ activities **and answers.**
- Low stakes, recall test questions and answers.
- **Model written answers** and worked solutions for a range of abilities.
- Resources which enable pupils to review and reflect on their work. For example, 'RRR' lesson resources.
- Knowledge Organisers or '**Big Picture**' slides so that **the location of knowledge is shared** with students to aid retention and understanding.

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 need to connect before we can educate.**

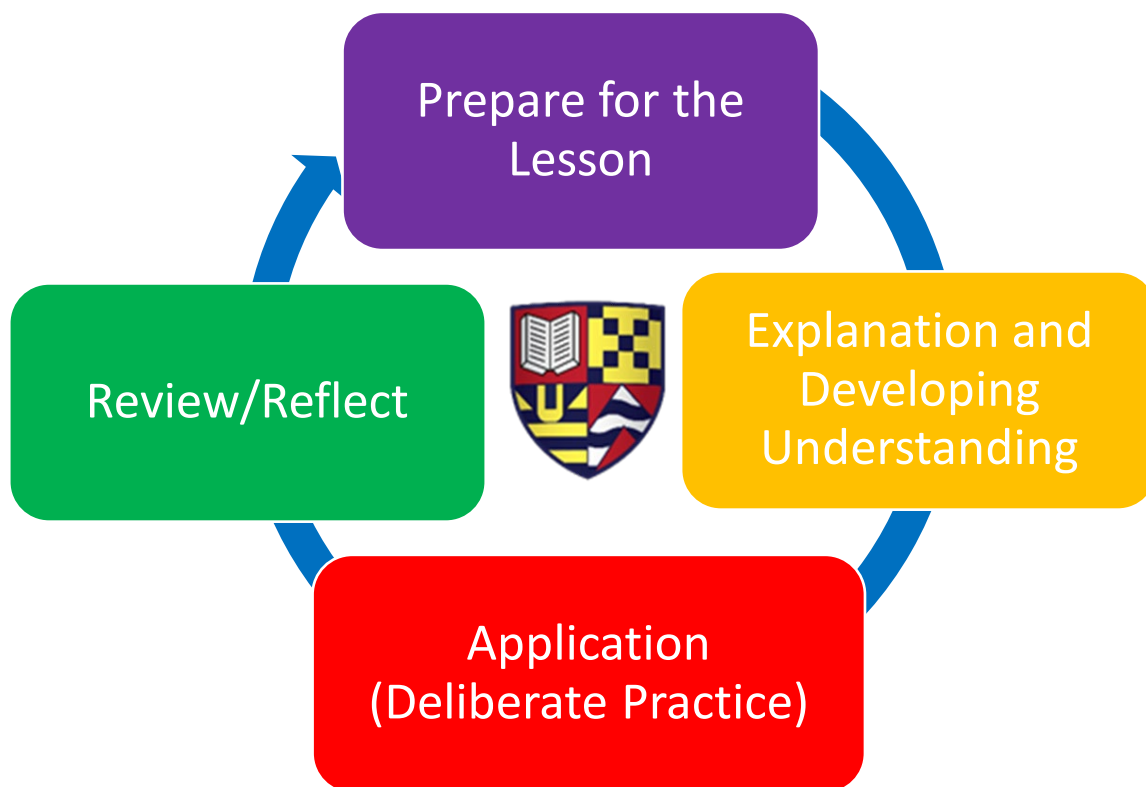
Every child, regardless of gender, ethnicity, economic background or SEND, deserves the very best we have to offer. Our philosophy of **'teaching to the top'** echoes the fact that we must have the highest expectations of all students and of ourselves as teachers.

We believe that 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 Principles

The diagram below depicts the key elements for teaching and learning at Colmers- it's **'The Colmers Way'**. **We believe this will help our students to know more, do more and be more.**

Our 'Visible Consistencies' are our **non-negotiables**; the elements of a lesson that we expect to see in every lesson, every day.



Prepare for the Lesson

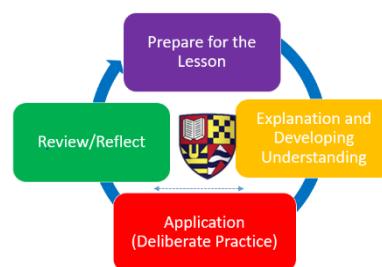
Many factors inform the planning of our lessons; to plan a successful lesson **we need to know our students** – what they already know and understand and how they learn best. This section of the Teaching and Learning Cycle is solely for the teacher. This is every consideration we make **before our lesson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

The Teacher will:

- Understand the sequence of learning and therefore how this lesson links to previous topics/ lessons or other curriculum areas
- Know the Learning Objectives/Assessment Criteria from NC/exam specifications
- Ensure lesson planning is **informed by the assessment of prior / recent learning** and likely misconceptions. This will include the use of **book looks** and information noted in the Teacher's Feedback Book
- Make use of the information available in their **Teacher Planning Folder**, including SEND pupil passports, performance data/Class Logs and Class Charts seating plans that include PP, SEND and reading age information
- **Plan a Do Now Activity** to encourage recall of previous knowledge in **silence**. In most lessons this will be a written task
- Prepare the **explanations** of core knowledge
- Prepare key questions and **define key vocabulary**. This will include **Frayer models** for any Foundational vocabulary
- In most subjects, **prepare high quality texts of up to 800 words** for most lessons
- Prepare **scaffolded** resources for low attainers and **stretch and challenge** resources for all
- Plan Extended Learning to be completed at home for review and reflection, for example SAM Learning tasks.

Visible Consistencies

1. The lesson starts with a **Do Now** slide.
2. The lesson plan is informed by prior learning.
3. Lesson resources that **scaffold learning** for low attainers and **challenge** all.



Explanation and Developing Understanding

Being presented with new information and having time and structured space to make sense of it is key to learning. The teacher's expert, quality explanation of the subject is vital but simply giving that to the student will not have the desired impact. In this part of the Teaching and Learning Cycle, students must also be given the opportunity to get to grips with the knowledge and skills needed and develop their understanding.

The Learner will:

- Be able to locate their learning in a big picture
- Use key vocabulary in both speech and text
- Read up to 800 words from a high-quality text in most lessons
- Ask and answer a range of questions and take part in structured talk, for example during cold calling questioning or Think, Pair Share
- Engage in a variety of tasks to develop their understanding of the content of the lesson
- Work through and resolve misconceptions
- Be able to think and talk about how they are learning

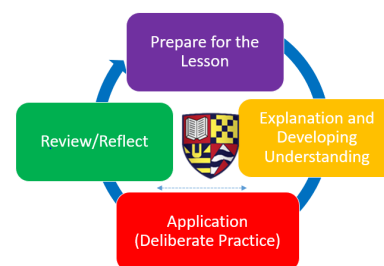
The Teacher will:

- Locate the learning in a big picture
- Explain new knowledge
- Define key vocabulary
- Model fluent reading
- Model problem solving
- Scaffold the work for those who need it
- Ask quality questions and address misconceptions
- Undertake Assessment for Learning throughout and offer formative feedback.



Visible Consistencies

1. Teacher locates the learning in a **big picture** for the students.
2. Teacher and students define and use **key vocabulary**.
3. Everyone reads up to **800 words** together, with the teacher reading aloud.



Application (Deliberate Practice)

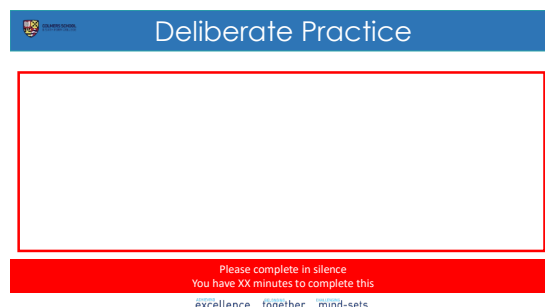
For learning to be at its most powerful, students must be given the opportunity to consolidate and secure their knowledge, skills and understanding. We also know that one of the most significant challenges students face is knowing how to express this knowledge and understanding in pressurised situations. The lack of 'exam stamina' prevents many from achieving their full potential. In this section of the Teaching and Learning Cycle, students must develop that stamina and independence so that teachers can assess their learning accurately and students 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, students will make even better progress whilst developing crucial independence and resilience.

The Learner will:

- Complete frequent deliberate practice, usually in writing. This written work should be completed in full sentences and include key vocabulary
- Recall knowledge
- Have the opportunity to think deeply and work independently
- Use and apply knowledge to novel situations
- Key Stage 4 and Key Stage 5- answer exam questions in timed conditions
- Complete extended learning at home that helps them reflect and review on their learning, for example complete SAM Learning tasks.

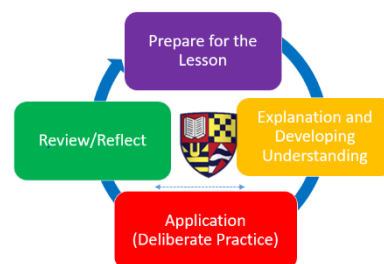
The Teacher will:

- Model success criteria for guided and independent practice-I Do, We Do, You Do
- Provide stretch and challenge activities for all
- Provide scaffolded learning materials for students who need them
- Circulate and assess learning during deliberate practice
- Give personalised, focused verbal feedback
- Set extended learning activities to be completed at home by students



Visible Consistencies

1. Teacher provides a **model** of success
2. Students complete **deliberate practice** tasks in full sentences that include key vocabulary **IN SILENCE**
3. Teacher **circulates** to assess learning and give feedback



Review and Reflect

Throughout the Teaching and Learning Cycle, students 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 student to deepen and strengthen their knowledge and understanding. All reflection and reviewing should be completed in green pen.

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

- Act on feedback from their teacher to improve their work
- Self-assess their work
- Reflect on their own progress following Milestone Assessments in 'Review, Relearn, Retest' lessons

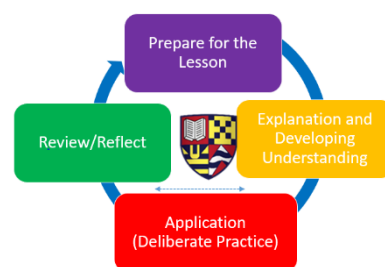
The Teacher will:

- Show students how marks are awarded on milestone assessments/ exam questions
- Plan for feedback and response following a milestone assessment- 'Review, Relearn, Retest' lessons
- Take every opportunity to talk with students about their learning
- Model reflection – what have we done well? What do we still need to work on?
- Complete regular '**Book-Looks**' - look at a set of books to inform planning and to provide feedback to students
- Complete their 'Teacher Feedback Book' to keep track of the progress/ misconceptions of individual students and classes



Visible Consistencies

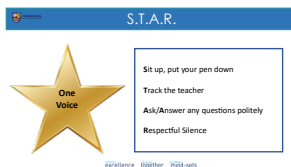
1. The teacher provides students with opportunities for review and reflect '**green pen**' work.
2. The teacher and students provide **verbal feedback** in the lesson.
3. The teacher completes a '**book look**' to inform future planning and feedback to students.



Colmers Way: Our Six Learning Habits

Here is a summary of the six learning habits that we instil in our students.

1. STAR



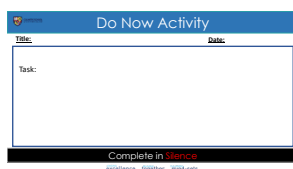
This is our shared approach to insisting on silence in our school.

We say 'STAR in 5...4...3...2...1'.

2. Pride in Presentation

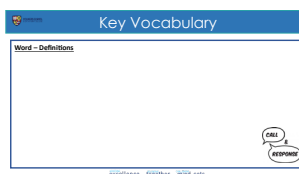
We expect our students, when using exercise books, to write a full title and date and underline these. We expect students to use subheadings for the different phases of their lessons, for example 'Do Now'. Students should write in blue or black pen and mark or improve their work in **green** pen.

3. Do Now



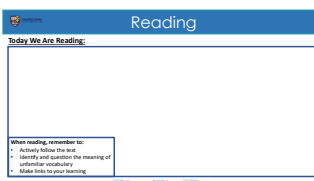
All lessons will start with a silent 'Do Now' activity that is clearly displayed as students enter the classroom. This task is likely to be a number of recall questions on previous learning and should be designed to be completed without teacher explanation.

4. Call and Response



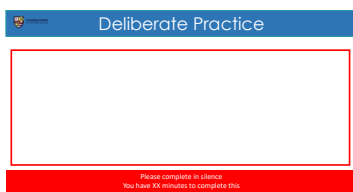
Teachers will provide key vocabulary for the lesson/ topic and agreed, clear definitions. Students will be asked to repeat the key vocabulary verbally after the teacher three times. This key vocabulary will then be used in other elements of the lesson. For example, in the reading or deliberate practice.

5. Reading 800 words



In most lessons, teachers will require students to read up to 800 words of a high-quality text. The teacher will read aloud while the students follow along with their reading ruler. The reading will be chunked with questioning to check the understanding of students.

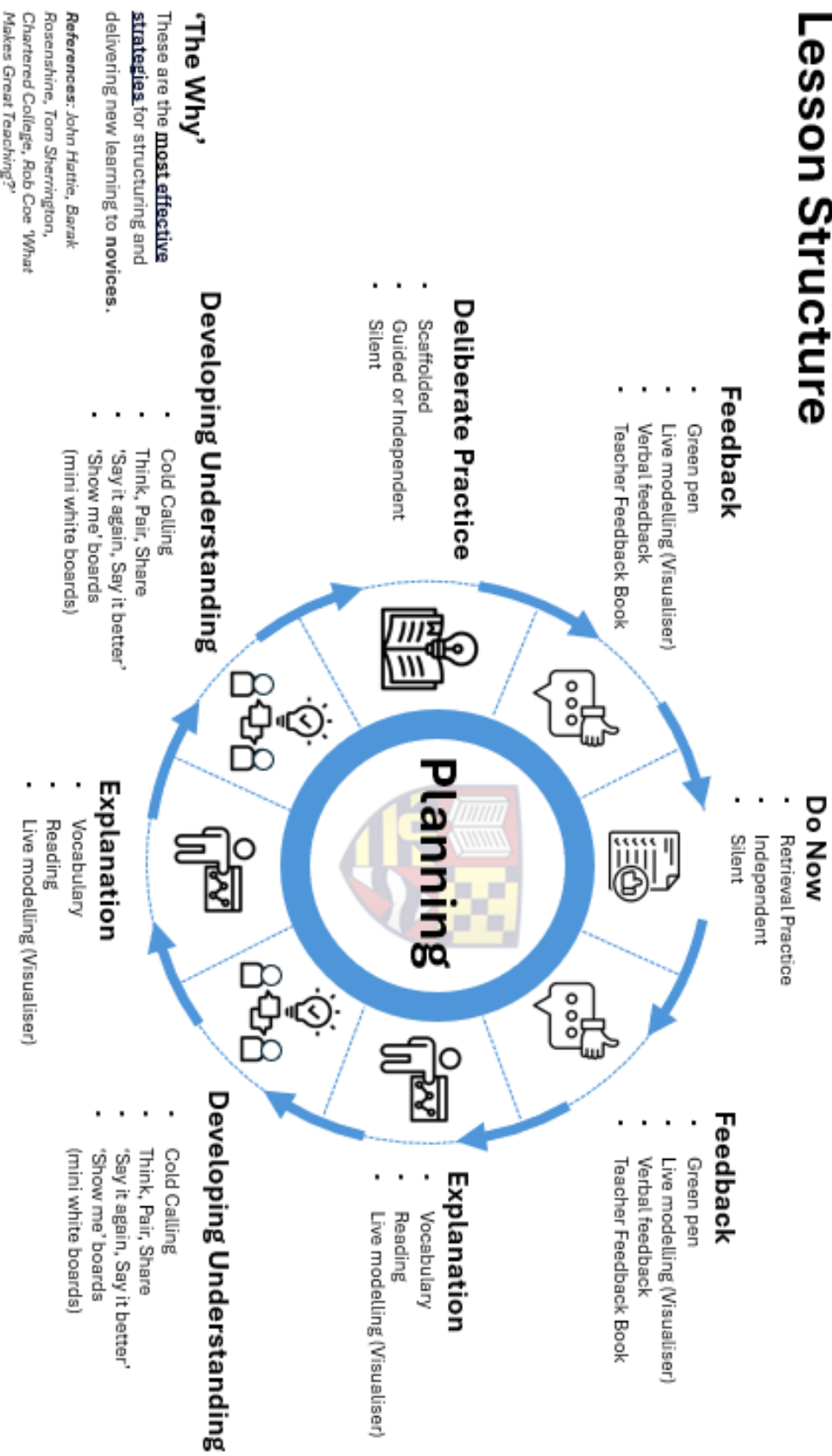
6. Deliberate Practice



Students will be asked to demonstrate their learning by completing a silent, written (in most lessons) deliberate practice task. This will include the use of key/ foundational vocabulary applied to a question. This practice can be guided or independent. Teachers will circulate and offer verbal feedback in the classroom. Following a book look, teachers will feedback to the class on the quality of deliberate practice and offer suggestions for improvement.

All the lesson templates can be found on the staff portal.

Lesson Structure



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, do 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 home learning for all students. Learning objectives will be clearly stated to students.
2. **Explanation and Developing Understanding:** Teachers will use a variety of models. They will ask and answer questions that assess the students' understanding and address misconceptions. Teachers will mostly use high ratio questioning, such as Cold Calling.
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 teacher and give feedback to others. Teachers and students will assess their progress and reflect on their learning.

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 tasks 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 students**, 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 students to make progress.

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

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

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

Verbal feedback: Teachers should circulate in the classroom and provide timely, personalised feedback that enables a student to improve their learning. They will also feedback from book looks regularly.

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.

Deep marking: Individual milestone assessments are marked by teachers using a clear mark scheme. Students are given time to reflect and improve their learning in 'Review, Relearn and Retest' lessons.

Subject Specific Feedback

Each faculty will devise their own version of **what successful feedback looks like** in their specific subject areas. This will be a regular focus in Curriculum Hour meetings where staff will develop their feedback practices and share best practice for their subject area.

Evaluative and Summative Assessments

- Regular '**milestone**' **assessments** will provide accurate information on a student's current attainment.
- Students will be issued with a 'Milestone Preparation booklet' at least three weeks in advance of the Milestone Assessment by their class teacher. These will be checked weekly as part of the 'Do Now' activity to check progress and address misconceptions.
- 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 standardisation and moderation procedures and staff training.
- Milestone assessments at Key Stage 3 will be marked out of 100 and will be designed to test a student's progression through the curriculum.
- Review, Relearn and Retest lessons must take place after a Milestone assessment. Students must be given the opportunity to reflect on their strengths and weaknesses.
- Following a milestone assessment 'data drop' class teachers will update their Class Logs and analyse the data with their subject leader in a Curriculum Hour designated for this purpose.

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.

All Milestone Preparation booklets and Milestone Assessment papers will be quality assured by a senior leader.

Please refer to the [Page to View](#) for the full calendar of Milestone Assessments and formal examinations.

The Colmers Way: Home Learning

Our approach to home learning at Colmers is evidence-informed and linked to our growing understanding of learning and curriculum design. **We want students to know more, do more and be more.** We emphasise high profile milestone assessment preparation 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 extended learning in all subjects to support and consolidate learning.

Our approach to home learning:

- Aligns with our teaching and learning principles, 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

Home Learning

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

Effective home learning 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

To ensure students derive maximum benefit from home learning we have designed a programme that separates **two different types of home learning within our assessment cycle.**

1. **Extended Learning:** Tasks set frequently to support learning, designed to support retrieval and consolidation of key curriculum content. This is likely to be via SAM Learning or MathsWatch.
2. **Milestone Assessment Preparation Booklets:** Homework booklets specifically designed to ensure students prepare well for milestone assessments in line with the school's Milestone Assessment Calendar.

This policy sets out the expectations of staff, students and parents and carers regarding home learning.

Extended Learning

Extended Learning will be set for regularly 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 extended learning in the knowledge that this will enable them to make better progress in their learning.

Students will be recognised for completing extended learning and staff will report to parents annually on how much extended learning their child is completing. This approach is designed to develop students' independence and resilience, crucial character traits to ensure they are successful in public examinations and beyond school.

1. Milestone Assessment Preparation Booklets:

Every year group will sit milestone assessments to be reported to parents and carers. **The milestone assessments must be set in accordance with the assessment policy.**

In preparation for these, each subject will provide a Milestone Assessment Preparation booklet for completion by every student at home in the lead up to milestone assessments. **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 Preparation booklets will be high profile. At the start of each milestone assessment cycle, the booklets will be launched to parents, carers and students with high expectations **that this is carefully monitored.** Milestone assessment preparation will take place over a three-week period. There will be page/ task deadlines that will have to be met by the students each week. **These deadlines will be set through Class Charts.** The work will be checked by teachers in lessons but might be self-marked.

Parents and carers will be asked to monitor and support the completion of these booklets.

Subject teachers will be expected to help students chunk and organise their Milestone Assessment Preparation home learning as students will have booklets to complete for a number of subjects at the same time.

Extended Learning will not be set during milestone assessment windows

RECOGNITION

High quality home learning and a good work ethos will be **publicly praised in class.** Completion of extended learning 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.

Credits will be used to recognise completed and high-quality home learning through Class Charts. For exceptional pieces of work, 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.

CONSEQUENCES

Milestone Assessment Preparation Booklets: these booklets are high status and high profile. Instances of failure to complete Milestone Assessment Preparation Booklet Home learning despite continued support from classroom teachers, subject leaders and parents will result in a consequence.

Although **sanctions are not used for a lack of extended learning**, staff are expected to maintain records of completion for reporting to parents/carers.

Managing teacher workload: Smarter, not harder

By using SAM Learning, Microsoft forms, MathsWatch and other media, retrieval style extended learning can be set and marked. Where consolidation extended learning 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 extended learning. The following lesson the extended learning could be self-marked and reviewed as part of the learning process.

Flexibility in the system:

Extended learning 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.

ROLES AND RESPONSIBILITIES:

The role of the class teacher

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

The teacher will:

- Create a positive home learning culture
- Promote the intrinsic value of completing home learning
- 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
- Ensure that their marking of milestone assessments is moderated and recorded.

The role of the student

- To monitor the setting of home learning through the Class Charts, SAM Learning and MathsWatch
- To ensure that all home learning 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

The role of the Form Tutor

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

The role of the Parent/Carer

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

