

## **Herne Bay High School's** **Quality Assurance Guidelines**

The purpose of quality assurance is to improve the provision for students' learning, progress, and achievement. Quality assurance aims to ensure consistently high-quality learning experiences for all our students and all students receive a high-quality education throughout their time in school. It aims to ensure all students can achieve their potential. The quality assurance guidelines will ensure the systems and mechanisms in place are rigorous and support the driving improvement agenda of the school. Teachers will be monitored against the teacher standards (appendix A).

### **Key Principles**

As a school that is committed to self-improvement HBH is continuously reviewing and evaluating all practices and procedures to ensure the highest quality of education is provided. The commitment of HBH to review and evaluate practices enables the school to monitor the quality of support, training and continuing professional development (CPD) offered in school. CPD should always be focused on improving the quality of provision at HBH. The purpose of this guidance is to provide staff at HBH with a clear set of expectations and a common approach to quality assurance so teachers, parents/carers, and students are all aware of, and can work towards, the highest quality of education.

All areas of HBH functioning and work are subject to regular quality assurance and checks to ensure the systems and procedures in place are effective. Support services that are not directly related to Teaching and Learning will be quality assured by their leadership and management teams on a regular basis, conforming to appropriate statutory guidelines where necessary. Where there are concerns about the quality of the service provided these will be addressed and if necessary, reported to the school Business and Finance Director for further investigation.

### **The Monitoring of the Quality of Teaching, Learning and Assessment**

The HBH driving improvement calendar plan will set out the rhythm of quality assurance throughout the year. The quality assurance processes for the current academic year are outlined in the driving improvement plan (DIP) to allow for forward planning by HODs, middle leaders, and teachers.

HODs and other middle leaders (inc SEND and Year Group Teams) will carry out regular quality assurance. This will be done in terms 1, 3 and 5. HODs and middle leaders are free to determine the most suitable time to carry out quality assurance and the most appropriate type of quality assurance. It may be that they wish to undertake different types of QA at different times of the year depending on the needs at the time. There will be regular learning walks carried out by middle leaders to ensure students are settled quickly and are engaged in their learning. Throughout the year there will be a review of homework set and classwork scrutiny (book look) reviewing curriculum implementation, planning, classwork, marking and feedback. Middle leaders will ensure there is standardisation and moderation of the marking of assessments, mocks, and end of year exams. There is an expectation that a minimum of 1 observation, 1 classwork scrutiny and 1 homework scrutiny will be carried out by HODs for each member of their team.

SLT will carry out quality assurance in terms 2, 4 and 6. These will take the form of a subject review whereby a small team of 3-4 senior and middle leaders will carry out an evaluation of the curriculum intent, an evaluation of the subjects' long- and medium-term planning, including the rationale for content choices and sequencing, observations of lessons, work scrutiny of student class and homework, discussions with students about their progress, review of internal data and teacher

voice. This will result in a subject report which will outline strengths, areas for improvement and actions to be taken. Each subject area will be reviewed once per academic year.

Middle leaders will maintain records of quality assurance carried out and ensure feedback is shared as appropriate with staff. They will identify actions they will undertake as a result of the QA. All quality assurance records will be shared with the AP. The AP will maintain records of the quality assurance carried out and will write a termly report to be shared with the Leadership Team and Governing Body outlining the findings of quality assurance.

### **Poor Performance**

Where poor performance is identified the feedback given will be clear and allow for a period of improvement to achieve the required standards before being reviewed again. In the first instance performance issues will normally be dealt with informally between the QA reviewer and reviewee. The HOD will keep records of all actions taken so that improvement can be monitored.

Where there is repeated poor performance the HOD will identify the underlying causes with the member of staff. The HOD will clarify the required standards, the current area of concern, establish likely causes, identify training needs, set targets for improvement and a timescale for review (usually not longer than 6 weeks). Records of the discussion, actions agreed, and timeframes will be kept by the HOD and shared with the member of staff. The HOD will closely monitor the progress of the member of staff, meeting them regularly to provide support.

At the end of the review and monitoring period the HOD will hold a formal meeting with the member of staff to confirm if performance has improved. Where the poor performance issue has been rectified no further action is required. In instances where there are continuing concerns regarding performance the HOD will inform their coach and the AP QA. An initial performance review meeting will be arranged with the Principal or AP as deemed appropriate. This will mark the beginning of the first formal stage of the poor performance procedure as outlined in the Poor Performance Policy. At any stage throughout the QA process members of staff will be encouraged to refer to the Poor Performance Policy for clarity and further details.

### **Learning Walks**

Middle leaders will carry out learning walks on a regular basis to ensure students settle quickly and are engaged in their learning throughout the lesson. Learning walks will be conducted with minimum disruption to teachers and pupils. Learning walks will be undertaken in a supportive and professional manner. Learning walks will give the Leader the opportunity to ensure there is consistency in teaching and learning. The purpose of the learning walk is to give an accurate picture of the quality of students' day-to-day experiences. Teachers should not feel that they are being judged, the learning walk should be an opportunity to identify best practice. The learning walk should also support the creation of a culture whereby other teachers and leaders are welcomed into their classroom (supporting an 'open door' policy). SEND focus learning walks will be carried out periodically through the year by the SEND team. There will be learning walks to review the effectiveness of support staff carried out as necessary.

### **Observations and Quality Assurance Driving Improvement (QADI) drop ins**

HBH believes it is the right of every teacher to be observed and as such teachers are entitled to a full lesson observation on request. However, full lesson observations are not required as part of the performance management cycle; observations may be carried out as part of the capability

proceedings. QADIs are multi-functional and usually last for half of the lesson. The primary purpose is to help teachers develop their core role of maximising the learning of every student. The drop in may take place to collect evidence about student learning and progress and areas for school development. QADIs are intended to be developmental and constructive rather than judgemental and are a whole school improvement activity.

As QADIs are developmental in nature the quality of teaching and learning will not be graded. Teachers will receive verbal feedback in a coaching meeting with the observer so that they may discuss their thoughts on the lesson and the learning of students. Areas of strength and targets for development will be discussed at the meeting. Following the meeting the observer will provide written feedback in a timely fashion (usually within 3 working days). Teachers will be expected to use the feedback they receive to identify areas for development and to inform their objectives in the performance management appraisal cycle. They may, if they wish, use written evidence gathered during drop ins to support their performance appraisal.

All formal QADIs will use the HBH QADI form for recording findings. Teachers will have access to all written accounts of their QADIs. QADIs will be conducted with minimum disruption to teachers and students. The teacher does not need to prepare any additional information other than that which they would produce for any other lesson. Students will be asked questions during the QADI, they will not be asked for their views of an individual teacher. The QADI/Observation form (appendix B) will be completed by the observer. Appendix C is an exemplar QADI form with commentary.

### **Quality Assurance of Classwork**

The curriculum maps outline the intentions of the curriculum across each term and provide guidance for teachers as to the content to be implemented. The quality assurance of classwork will allow the HOD to review the work carried out in lessons to ensure it is in line with the intentions of the curriculum map. The expectations of teachers in terms of the frequency and type of marking and feedback expected in books is outlined in the Marking and Feedback Guidance. The quality assurance of classwork will allow the HOD to review the marking and feedback provided by teachers

HODs will complete the QA of Classwork form (appendix D) when they carry out a classwork review quality assurance. The reviewer will look at whether the learning objectives are being clearly communicated, curriculum map and scheme of learning is being followed, differentiation is evident, stretch and challenge is evident. When reviewing the marking and feedback the reviewer will consider whether the comments are regular, meaningful, and developmental. There is an opportunity for the reviewer to note a target for improvement if necessary. Where there are issues of underperformance HODs will take the steps necessary to ensure there is improvement. HODs will plan opportunities for the sharing of best practice within their teams. This can form part of the HOD led training on standardisation and moderation of coursework, assessments and other exam marking.

### **Quality Assurance of Homework**

The regularity of homework setting and the types of tasks which could be given are included in the Homework Guidelines. Expectations around the types of tasks being set to support students in their revision are outlined in the guidelines. HODs will monitor and quality assure the setting of homework by teachers within their department. HODs will complete the Quality Assurance of Homework form (appendix E) when they quality assure homework set by teachers in their department. HODs will check that the guidance given by the teacher is clear enough for students to understand how they are supposed to complete the task. HODs will review the frequency homework

is set and ensure this is in line with HBH expectations. The types of homework set will be reviewed to ensure the tasks are appropriate for the class and are suitably challenging. There is an opportunity for the reviewer to note a target for improvement if necessary.

### **Quality Assurance of Assessments**

There will be a natural rhythm to the assessment and reporting cycle in the year as outlined in the driving improvement plan. HODs will provide training for teachers in their subject areas on how to accurately mark assessments and will provide clear mark schemes and grade boundaries. HODs will quality assure the marking of assessments by teachers to ensure there is adequate standardisation and moderation across each year group.

Performance of all students will be tracked and monitored throughout the year. HODs will review the progress of all students in all year groups for their subject area and support teachers in identifying part students who are underperforming. Heads of School (HOS) will track and monitor the progress of students and liaise with HODs if they have concerns about the underperformance of students.

Teachers will support and encourage students to review their assessment results and support their evaluation of the achievements. Teachers will support students in identifying what areas of assessments they have achieved well and what areas require improvement.

Where student underperformance is identified the teacher, HOD and HOS should work together to put in place intervention to support the development of the student. This can be through a variety of methods within or outside of the classroom including: increased monitoring during class work, greater differentiation within class work, increased feedback for the student, supplementary work for the student to support their improvement, targeted homework so that the student may address gaps in knowledge. HODs will support the teachers in their department by providing advice as to the course of action a teacher should take and/or organising additional support as necessary. There may be a need for additional intervention to be provided outside of the classroom setting. The teacher and HOD will devise a plan as necessary to support the continued improvement and progress of the student.

Heads of School will monitor and track the performance of students in assessments. They will identify student underperformance quickly and act swiftly to ensure this is addressed by liaising with parents, students, teachers and HODs to ensure an agreed action plan is put in place.

### **Quality Assurance of Data Entry and Reports**

The reporting cycle is outlined in the driving improvement plan and on the whole school calendar. Teachers are required to enter data into SIMs in a timely manner and within deadlines. HODs will quality assure the data entered into SIMs by the teachers within their department.

### **The role of teachers**

All members of staff have a responsibility for ensuring students receive an education of the highest quality. Teachers are expected to:

- Regularly be self-reflective and evaluate their practice on an ongoing basis.
- Think about how well they are doing, what they know or don't know, what their areas of strength and areas for improvement are.

- Think about what they should do to support others in the school by sharing an area of strength or what they should do ensure they make improvements where necessary.
- To review the progress of students they teach after each Assess and Review period.
- To act on the information gleaned from assessments and adapt their plans for subsequent lessons.

### **The role of HODs**

The HOD is accountable for monitoring of the work of their subject area. HODs will:

- Keep records of their monitoring and share these records with the AP as required.
- Determine actions and outcomes of all quality assurance carried out so that opportunities for sharing best practice are arranged and areas for improvement are actioned.
- Regularly walk through their subject area and ensure students are engaged in learning.
- Carry out quality assurance in line with the DIP.
- Quality assure all assessments, mocks, PPEs, end of year exams and other assessments and submit these to the AP.
- Identify inconsistencies in the practice of teachers in their department. Where it is identified that teachers within their subject are not meeting HBH expectations HODs have an obligation to resolve this. The HOD should inform the AP of teachers who need support so that the correct training can be put in place. If after a period of training, support, and monitoring there has not been a change in practice HODs have an obligation to discuss this with their coach in order that more formal support mechanisms may be put in place.
- Ensure that they refer to the Poor Performance Policy and take steps as outlined to identify the causes of poor performance and take actions to support improvement.
- Ensure that actions are taken following each term's quality assurance so that improvements are made swiftly.
- Lead department training on any area identified as requiring improvement.
- Lead departmental training on the accurate marking of assessments using external examination specifications and marking criteria.
- Ensure each assessment cycle has adequate moderation and standardisation.
- Ensure the data entered into SIMs is accurate and that it is entered in a timely manner in line with deadlines outlined in the driving improvement calendar.
- Review the data from assessments and use this to further develop schemes of learning and improve lesson planning.
- Plan interventions that are personalised and specific to groups of students which supports those students who are underperforming.

### **The role of the leadership team**

The leadership team is responsible for ensuring all departments within the school are engaged in systematic and rigorous quality assurance and self-evaluation. The leadership team will monitor the quality of teaching and learning in the school using a variety of methods including:

- Carrying out subject reviews.
- Carrying out learning walks.
- Carrying out QADIs identifying areas of strength and areas for improvement.
- Carrying out work scrutiny.
- Monitoring the quality of homework set.
- Monitoring and tracking the progress of students in assessments and taking action where necessary.
- Reviewing the quality of the curriculum and schemes of learning within each subject area.

- Reviewing assessments to ensure they are fit for purpose.
- Monitoring assessment practices and supporting HODs and teachers in the effective use of assessment data to ensure students are making good or better progress.
- Informing the governing body about the performance of the school and its areas of strength and areas for improvement, including the outcomes of quality assurance through regular reports so that the Governors may fully participate in the strategic thinking and planning of the school.

Those members of the Leadership Team who are a Head of School will take an active role in the quality assurance and progress of students. Heads of School will:

- Regularly carry out learning walks of mentor time and lessons to ensure students are engaged in learning.
- Carry out student voice focus group questionnaires to elicit the thoughts and opinions of students on classwork, homework, and assessments.
- Keep records of their monitoring and all quality assurance carried out and share it with the AP and the Senior Vice Principal.
- Review the data after each assessment cycle to identify students who are not making progress and take action swiftly when underperformance is identified.
- Ensure an action plan for addressing student underperformance is shared with all key stakeholders including but not limited to: students, parents/carers, classroom teachers, HODs, and the AP.
- Be proactive in supporting teachers and HODs and liaising with parents.
- Support students in aiming for success and motivate the students.

### **Monitoring and Evaluation**

The monitoring and evaluation of the quality assurance guidelines will be ongoing by the AP and the Leadership Team. The guidance will be reviewed at the end of each academic year to evaluate strengths and areas for improvement. The AP will ensure the set up and maintenance of systems for quality assurance.

Mrs A Golding  
Assistant Principal  
June 2022

## APPENDIX A



Department  
for Education

# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## APPENDIX B

<b>Herne Bay High School's QADI/Observation Form</b>							
<b>Teacher</b>		<b>Class</b>		<b>Observer</b>		<b>Date &amp; Period</b>	
<b>Subject</b>				<b>Focus</b>			
<b>Area to be reviewed</b>		<b>Comment</b>					
Set high expectations which inspire, motivate and challenge pupils  <i>Teachers' Standards 1</i>							
Promote good progress and outcomes by pupils  <i>Teachers' Standards 2</i>							
Demonstrate good subject and curriculum knowledge  <i>Teachers' Standards 3</i>							
Plan and teach well structured lessons  <i>Teachers' Standards 4</i>							
Adapt teaching to respond to the strengths and needs of all pupils  <i>Teacher's Standards 5</i>							
Make accurate and productive use of assessment  <i>Teacher's Standards 6</i>							
Manage behaviour effectively to ensure a good and safe learning environment  <i>Teacher's Standards 7</i>							
<b>Areas of strength</b>							
<b>Target for Improvement</b>							

## APPENDIX C

Herne Bay High School's QADI/Observation Form – commentary/guidelines						
Teacher		Class		Observer		Date & Period
Subject				Focus		
Area to be reviewed		Comment				
Set high expectations which inspire, motivate and challenge pupils  <i>Teachers' Standards 1</i>		Establish a safe and stimulating environment for pupils, rooted in mutual respect. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. In mixed ability groups students starting points are taken into account and students are challenged to produce work commensurate with their ability, with appropriate scaffolds in place to support those with lower starting points.				
Promote good progress and outcomes by pupils  <i>Teachers' Standards 2</i>		Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. Guide pupils to reflect on the progress they have made and their emerging needs. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. Encourage pupils to take a responsible and conscientious attitude to their own work and study. Students are clear as to the format and structure of assessment and supported well in their preparation for tests. Students are aware of their areas of strength and areas for improvement, know what they need to do to improve through the use of gap analysis or PLCs. Students make progress to achieve learning objectives which can be seen through responses to questioning, AfL techniques, plenary, class work etc.				
Demonstrate good subject and curriculum knowledge  <i>Teachers' Standards 3</i>		Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and articulation and the correct use of standard English, whatever the teacher's specialist subject. The curriculum map is adhered to with the teacher modelling work expected from students through work examples, student exemplars or demonstrations.				
Plan and teach well structured lessons  <i>Teachers' Standards 4</i>		Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Homework tasks are evident in books/folders and students receive feedback on completed tasks. Questioning is well thought out and provides opportunities for students to make good progress. Higher order questioning is evident. Students have the opportunity to practise and consolidate learning, they are not simply copying notes from the board. Support staff are utilised effectively where applicable.				
Adapt teaching to respond to the strengths and needs of all pupils  <i>Teacher's Standards 5</i>		Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these. Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development. Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.				
Make accurate and productive use of assessment		Know and understand how to assess the relevant subject and curriculum area, including statutory assessment requirements. Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to				

<i>Teacher's Standards 6</i>	the feedback. Students receive feedback from their teacher regularly, which supports their learning and leads to students work improving as a response. Students receive feedback in assess and review weeks on what areas they need to improve upon and are supported in closing these gaps in knowledge.
<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p><i>Teacher's Standards 7</i></p>	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in accordance with the school's behaviour policy. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. Students should be in a seating plan devised by the teacher. Where student behaviour and uniform is not exemplary this is challenged by the teacher.
<b>Areas of strength</b>	
<b>Target for Improvement</b>	

## APPENDIX D

<b>Herne Bay High School's Exercise Book and Folder Classwork QA</b>				
<b>Subject</b>		<b>Teacher</b>		
<b>Class</b>		<b>Reviewer</b>		<b>Date</b>
<b>Area to be reviewed</b>				<b>Yes/No?</b>
<b>Planning</b> <ul style="list-style-type: none"> <li>• Learning objectives are clearly communicated</li> <li>• Curriculum map is being followed, tasks set are linked to the map</li> <li>• Differentiation is evident</li> <li>• Stretch and challenge is evident</li> <li>• Extended writing opportunities are provided (where applicable)</li> <li>• Students have the opportunity to practise learning and develop skills and ideas (rather than simply copying notes from the board)</li> </ul>				
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Student work is neat and tidy</li> <li>• Students are taking pride in their work</li> <li>• Standards of presentation are high</li> </ul>				
<b>Marking and Feedback</b> <ul style="list-style-type: none"> <li>• Teacher comments are regular (either online or on physical work)</li> <li>• Teacher comments are meaningful and developmental</li> <li>• SPAG and numeracy errors are highlighted and corrected</li> <li>• Where marking codes/acronyms/rubrics are used the definitions have been made clear and students understand what the codes mean</li> <li>• Evidence of students achieving learning objectives</li> <li>• Student work shows they have made progress over time and built on prior learning</li> <li>• Student work shows they have opportunities to recall and apply prior learning (planning for forgetting)</li> </ul>				
<b>Area of Strength</b>				
<b>Target for Improvement</b>				

## APPENDIX E

<b>Herne Bay High School's Homework QA</b>				
<b>Subject</b>		<b>Teacher</b>		
<b>Class</b>		<b>Reviewer</b>	<b>Date</b>	
<b>Area to be reviewed</b>				<b>Yes/No?</b>
<b>Planning</b> <ul style="list-style-type: none"> <li>• Homework tasks are shared with students well in advance of the deadline</li> <li>• Guidance given by the teacher is clear and students will understand how they are supposed to complete the task</li> </ul>				
<b>Frequency</b> <ul style="list-style-type: none"> <li>• Homework is set regularly in line with the policy and in line with the department statement</li> </ul>				
<b>Types of homework</b> <ul style="list-style-type: none"> <li>• Tasks/material is appropriate for the class</li> <li>• Tasks/material follow the SOL and are in line with dept statement</li> <li>• Tasks/material are suitably challenging</li> <li>• Tasks/material form an integral part of the learning process</li> <li>• Where revision tasks are set the teacher has provided tasks to support revision rather than simply 'revise'</li> </ul>				
<b>Marking and Feedback</b> <ul style="list-style-type: none"> <li>• Teacher comments are meaningful and developmental</li> <li>• Where marking codes/acronyms/rubrics are used these have been made clear to students so they understand what the codes mean</li> </ul>				
<b>Area of Strength</b>				
<b>Target for Improvement</b>				