



# THE FULHAM BOYS SCHOOL

<b><i>Policy Title</i></b>	Teaching and Learning Policy
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## **Revisions Table**

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Summer 2018	Spring 2018	Ben Maddison	Items amended: 3.5 7.2, 7.17 8.5 11.4 15.6 18.4.3 18.2.8 19

The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



## TEACHING AND LEARNING POLICY

Date of Next Review: Summer 2020

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## **POLICY**

### **1. AIMS OF THIS POLICY**

- 1.1 Our aim is that teaching throughout the school will be consistently excellent: at least 80% of taught lessons will be good or better in accordance with Ofsted criteria.
- 1.2 To describe the vision of learning and teaching at The Fulham Boys School which is geared towards **Boys**, built upon **Christian** principles and nurtures **Enterprise**.
- 1.3 To ensure consistency of approach.
- 1.4 To establish our expectation of boys as learners.
- 1.5 To establish our expectation of teachers as learners
- 1.6 To establish The Fulham Boys School's expectation of teachers.
- 1.7 To develop a curriculum which encourages boys to become partners in their own learning.
- 1.8 To describe the key features of excellent lessons.
- 1.9 To ensure a safe, stimulating and motivating learning environment for all.
- 1.10 To provide a range of different teaching and learning approaches which accommodate numerous learning styles.
- 1.11 To develop opportunities for students to accelerate their progress through the curriculum.
- 1.12 To underline the importance of independent study (known at FBS as 'own work') and outline the procedures we have in place to ensure it reinforces and enriches the learning experience of our boys. This is work that can be undertaken during prep as well as during the extended day at school or at home.

### **2. CHRISTIAN PRINCIPLES**

- 2.1 As a Christian and fully inclusive educational community The Fulham Boys School's aim is to foster each boy's unique gifts and talents while meeting their needs and raising their aspirations.

2.2 This will be achieved by creating a stimulating, safe and happy learning environment where high expectations and standards are the norm, where lessons are both rigorous and challenging.

2.3 Christian principles will be promoted in all teaching and learning environments. These include justice, fairness, kindness, patience, self-control, hard work and helping others.

## **PROCEDURE**

### **3. BOYS**

3.1 We want to create an environment where learning is rewarding and enjoyable and creates a tangible excitement for all boys.

3.2 We will develop a learning focused ethos, tailored to 'bring out the best in boys'.

3.3 Lessons will be active and challenging to appeal to the learning styles of boys, providing short-term targets and competition. Kinaesthetic activities will be important ingredients in lessons to appeal to boys.

3.4 The pace of lessons will be brisk and supported by the use of the latest learning technologies.

3.5 A 'five minutes of silence' will feature in almost all lessons to balance pace and to encourage an environment that is reflective and providing of opportunities for extended writing.

### **4. ENTERPRISE**

4.1 The school will encourage social enterprise both within lessons and as part of the extended day.

4.2 The school aims to produce confident and independent-minded young men. Instead of waiting for the teacher to impart information, boys will be able to research the topics using a variety of devices before the lesson and focus on activities to reinforce the learning in the classroom.

4.3 Enterprise skills will be identified in all programmes of study and embedded and developed in all lessons.

4.4 Enterprise skills and attitudes include:

4.4.1 Problem solving – 'I'm not particularly clever, I just stick with a problem longer than most' (Albert Einstein)

- 4.4.2 Being unafraid to get things wrong – ‘The greatest mistake a man can ever make is to be afraid of making one’
- 4.4.3 Improving their own performance
- 4.4.4 Inquisitiveness
- 4.4.5 Adventurous
- 4.4.6 Risk taking
- 4.4.7 Boundary pushing
- 4.4.8 Team work
- 4.4.9 ‘Game changers’
- 4.4.10 Thinking skills
- 4.4.11 Questioning – ask questions teachers won’t be able to answer
- 4.4.12 ‘Have a go’ attitude - ‘Twenty years from now you will be more disappointed by the things you didn’t do than by the things you did. So throw off the bowlines. Sail away from safe harbour. Catch the trade winds in your sail. Explore. Dream. Discover’ (Mark Twain)
- 4.4.13 Leadership – i.e. in group activities, teaching others
- 4.4.14 Taking responsibility for their own learning – i.e. researching topics before lessons, following up at home or in the extended day clubs

## **5. THE ROLE AND RESPONSIBILITY OF EVERY BOY**

- 5.1 Valuing and respecting contributions made to learning by their teachers and peers.
- 5.2 Actively participating in lessons either individually or in a group context.
- 5.3 Discussing their learning and progress with parents.
- 5.4 Regularly checking their performance and progress data with their parents through the Parent Portal.
- 5.5 Meeting all ‘own work’ deadlines agreed with their teachers.
- 5.6 Being ready to learn by having good attendance and being punctual for lessons with the correct equipment.
- 5.7 Taking pride in the presentation of their work.
- 5.8 Being reflective about their learning so that they know how well they are achieving and what they need to do to improve.
- 5.9 Setting themselves challenging targets.
- 5.10 Responding positively to challenges and to persevere when they encounter difficulties.

- 5.11 Managing their time effectively.
- 5.12 Involving themselves in the planning of lessons and series of lessons.
- 5.13 Taking responsibility for activities within the lessons e.g. preparing a starter activity.

## **6. THE ROLE AND RESPONSIBILITY OF EVERY SUBJECT TEACHER**

- 6.1 Under the guidance of their Head of Department, take the opportunities of a free school curriculum in Key Stage 3 to introduce new ideas for motivating boys.
- 6.2 Make learning relevant to the demands and challenges of their students. Teach around their subject as well as to teach to it, highlighting the social context, demonstrating the 'real world' issues, ideas, functional skills and thinking that stem from the curriculum content.
- 6.3 Motivate every boy to consider himself a linguist, a mathematician, a scientist, a historian or an artist; inspiring all boys to discover their strengths.
- 6.4 Embedding a 'can do' culture and embodying The Fulham Boys School's ethos.
- 6.5 Demonstrate a passion for learning and an enthusiasm for their curriculum area.
- 6.6 Ensure that lessons are carefully planned and well paced with the needs of that specific learning group and individual boys in mind.
- 6.7 Ensure that all boys are fully aware of the learning objectives and expected learning outcomes.
- 6.8 Have a thorough and up-to-date understanding of their subject area.
- 6.9 Sustain interest through a variety of learning and teaching strategies.
- 6.10 Reward progress and achievement on a regular basis.
- 6.11 Build in activities that cater for a range of learning styles.
- 6.12 Have high expectations of every boy.
- 6.13 Have excellent classroom management skills.
- 6.14 Ensure that students stay on task and are engaged in their learning.

- 6.15 Set independent learning tasks to assess, consolidate or extend understanding and knowledge.
- 6.16 Develop positive working relationships with boys based on Christian values such as respect for the life and dignity of each individual; honesty; compassion; forgiveness; reconciliation; servant leadership; equality and justice.
- 6.17 Use assessment to plan lessons to ensure all boys are making excellent progress.
- 6.18 Learning resources are used effectively, stimulating learning and sensitively reflecting different groups, cultures and backgrounds.
- 6.19 Plan the effective involvement of Learning Support Assistants with agreed roles and responsibilities so that the needs of individual boys are met.
- 6.20 Make sure classrooms are motivating and purposeful learning environments, including displays of boys' learning and explanations of relevant success criteria.
- 6.21 Reflect on the impact of their practice and their training needs.
- 6.22 Keep parents informed about boys' progress using the Parent Portal, parent consultation, parent's evenings and email communication where appropriate.
- 6.23 Treat all scenarios in the School as learning experiences.
- 6.24 Establish learning opportunities with other schools, academies and organisations locally, nationally and internationally.
- 6.25 Ensure that the Behaviour and Exclusion policy is adhered to in order to facilitate effective learning and teaching.
- 6.26 Highlight cross-curricular links and liaise with other curriculum areas.
- 6.27 Develop their boys' skills (literacy, numeracy and enterprise) as well as subject knowledge.

## **7. THE ROLE AND RESPONSIBILITIES OF HEADS OF DEPARTMENT**

- 7.1 Ensure the department is taking the opportunities of a free school curriculum in Key Stage 3 to introduce new ideas for motivating boys.
- 7.2 Monitor the quality of learning and teaching in their curriculum area through a variety of strategies including observations, learning walks, book looks, student interviews and questionnaires.

- 7.3 Support members of their curriculum area in the delivery of high quality learning and teaching.
- 7.4 Encourage a regular dialogue within their curriculum area on learning and teaching.
- 7.5 Promote consistency across the curriculum area to ensure a high quality experience for all boys at The Fulham Boys School.
- 7.6 Identify areas for professional development for themselves and members of their curriculum area.
- 7.7 Induct new staff into the procedures and expectations in their curriculum area.
- 7.8 Model high quality learning and teaching for the members of their curriculum area.
- 7.9 Be aware of the latest developments in learning and teaching in their subject area and ensure that all teachers within their curriculum area are aware of any such developments.
- 7.10 Facilitate the sharing of good practice within and across curriculum areas.
- 7.11 Ensure that the School's Teaching and Learning Policy is implemented within their curriculum area.
- 7.12 Support members of the curriculum area with classroom management.
- 7.13 To use the School's Performance Management framework, Review and Development programme and Self Evaluation and School Improvement programme (see relevant policies) to reinforce the School's commitment to high quality learning and teaching.
- 7.14 Curriculum leaders should ensure that boys are involved in all aspects of planning and delivery of the curriculum.
- 7.15 Ensure Literacy and Numeracy skills, Enterprise skills and development of Christian values / discussions are identified in Programmes of Study
- 7.16 Ensure the department uses any available and appropriate online technologies and google learning platforms to address its own curricular needs and to support learners with different needs.
- 7.17 Ensure that the department is making use of IRIS recording equipment to share areas of expertise and help address problems in the classroom.

## **8. THE ROLE AND RESPONSIBILITIES OF THE SENIOR LEADERSHIP TEAM**

- 8.1 Ensure that there is consistently high quality of learning and teaching across the school and particularly within the departments that they line manage in conjunction with the Review and Development process.
- 8.2 Ensure that a well-managed and stimulating environment conducive to high quality learning and teaching is maintained throughout the school.
- 8.3 Promote dialogue with staff on learning and teaching and provide a framework for good practice.
- 8.4 Support staff with classroom management and provide an appropriate programme of INSET on an individual and collective basis.
- 8.5 Monitor learning and teaching through a variety of strategies, including classroom observations, learning walks, interviewing students, book looks, analysis of examination results, departmental reviews and effective line management (see Self Evaluation and School Improvement Policy).
- 8.6 To use the performance management framework to reinforce the School's commitment to high quality learning and teaching.
- 8.7 Establish a system of peer observation across departments so that best practice is shared across the curriculum.
- 8.8 Model high quality learning and teaching for all staff.

## **9. THE ROLE AND RESPONSIBILITIES OF GOVERNORS**

- 9.1 Support the Headmaster and the Senior Leadership Team in the appointment of high quality staff.
- 9.2 Monitor aspects of learning and teaching within the School as identified in the School's Development Plan and Self Evaluation programme.
- 9.3 Monitor the allocation of resources.
- 9.4 Ensure that the School's buildings and premises are best used to support learning and teaching.

## **10. THE ROLE OF THE PARENTS/GUARDIANS**

- 10.1 Regularly discuss learning and progress with their son.
- 10.2 Engage in a dialogue with the School about their son's progress.
- 10.3 Encourage their son to complete 'own work' tasks to the best of their ability by providing structured time and an environment conducive to home learning.
- 10.4 Ensure that their son is ready to learn by having good attendance and being punctual for lessons with the correct equipment.
- 10.5 Attend information and parents' meetings organised by the School relating to their son's learning, in accordance with the Home School Agreement.
- 10.6 Parents will register with Parent Portal and use it to access information pertaining to their son's progress, three times per year.

## **11. ASSESSMENT FOR LEARNING**

- 11.1 In order for learning and teaching to be successful the principles of assessment for learning need to be embedded throughout the School.
- 11.2 For boys to receive a truly personalised education, it is vital that assessment strategies are used effectively, so that both the teacher and the student are able to identify where boys are in their learning, where they need to go, and how best to get there.
- 11.3 Teachers should be aware of how their boys learn so that they can make effective use of a variety of learning strategies, which will meet their students' needs and aspirations.
- 11.4 Teachers make use of a range of strategies including the use of Google Classroom to set anonymously differentiated tasks and the use of literacy whiteboards to help support learning.

## **12. PERSONALISED LEARNING**

- 12.1 By personalising their learning we will support each boy in realising their full potential.

- 12.2 Personalised learning involves students becoming active participants in their own learning, not just passive recipients.
- 12.3 We offer opportunities for children to learn in different ways. These include:
  - 12.3.1 investigation, discovery and problem solving;
  - 12.3.2 research
  - 12.3.3 group work
  - 12.3.4 paired work
  - 12.3.5 independent work/'own work'
  - 12.3.6 whole-class work
  - 12.3.7 asking and answering questions
  - 12.3.8 fieldwork and visits to places of educational interest
  - 12.3.9 creative activities
  - 12.3.10 accessing a variety of audio and visual media
  - 12.3.11 debates, discussions, role-plays and presentations
  - 12.3.12 designing and making things
  - 12.3.13 participating in practical activities
  - 12.3.14 visiting speakers

### **13. THINKING SKILLS**

- 13.1 An important aspect of personalised learning is equipping boys with the learning and thinking skills that are necessary for them to access the curriculum, achieve their full potential and become successful lifelong learners.
- 13.2 As part of our core belief in enterprise education we have developed our own approach to thinking skills which we promote through the 'Enterprise Skill of the Week'.
- 13.3 Our 'Teaching and Learning Skills of the Week' include a range of thinking skills that reflect our whole school priorities.

## **DIFFERENTIATION**

- 13.4 Differentiation is the mechanism whereby all students are appropriately challenged and supported in their learning.
- 13.5 Types of differentiation include:
- 13.5.1 By resource
  - 13.5.2 By student groupings
  - 13.5.3 By task
  - 13.5.4 By teacher/teaching assistant
  - 13.5.5 By questioning
  - 13.5.6 By outcome
- 13.6 Teachers should select appropriate differentiation strategies, which could include:
- 13.6.1 setting differing tasks requiring greater sophistication within a common theme
  - 13.6.2 selecting and create materials which are different in styles and layout to cater for individual needs
  - 13.6.3 peer teaching/coaching
  - 13.6.4 giving boys supplementary tasks intended to broaden or deepen skills and understanding as extension for the most able.
  - 13.6.5 utilising group work where boys take on different roles such as leader, recorder, researcher or reporter.
  - 13.6.6 ensuring worksheets accessible in terms of length, layout and complexity to all
  - 13.6.7 discussing objectives, plans, materials and resources with support staff
  - 13.6.8 using support materials for some boys, but not for others
  - 13.6.9 having a range of reference material available
  - 13.6.10 structuring class and independent learning sheets to allow for differentiated responses
  - 13.6.11 using the boys' own interests to motivate learning, task placed within area of interest.
  - 13.6.12 Ensuring that when appropriate independent learning tasks are also differentiated
  - 13.6.13 using writing frames.

## **14. LEARNING TECHNOLOGIES**

- 14.1 Boys will have access to ICT facilities and Google drive in every lesson where appropriate. This will enhance creativity, extend learning opportunities, and support a personalised approach to the curriculum.

- 14.2 We want learning to extend to the home; learning is not confined to within the school walls. 'Any time anywhere' learning will take place using the expertise and enthusiasm that all young people today have for sophisticated media.
- 14.3 Boys are able to submit work on-line which will be marked on-line. We want boys to be able to review their own progress and establish targets.
- 14.4 Boys prevented by illness from attending school can stay up-to-date using a mobile device in the hospital or home.
- 14.5 Staff will be able to access the hardware and software they need both at home and at school to ensure effective planning and integration of ICT into their lessons.
- 14.6 All teachers will set up Google Classrooms for their individual classes where they will post differentiated resources and all Ownwork, enabling parents to assist in monitoring and expectations.

## **15. ENRICHMENT**

- 15.1 At The Fulham Boys School we believe that enrichment is an integral part of our boys' learning experience.
- 15.2 Enrichment activities serve to give our boys a fuller and more rounded educational experience, which builds their character as well as developing knowledge and skills.
- 15.3 Our Extended Day and co-curricular programme will support our core curriculum enabling this enrichment to take place (see core curricular programme). It will include clubs, societies, 'own work' provision and social and business enterprise activities (see Enterprise policy).
- 15.4 We will also hold an Enterprise Week.

## **16. ALWAYS STRIVING TO BE BETTER**

- 16.1 **Self-Evaluation** - The Fulham Boys School's annual Self Evaluation Programme (see Self Evaluation and School Improvement Policy) ensures we are constantly reviewing the quality of teaching and learning taking place at the school.
- 16.2 **Recruitment** - First class teachers with excellent subject knowledge who can bring their subjects alive are the key to us achieving and maintaining outstanding teaching and learning. We will always lay great store on recruiting outstanding teachers who will bring the best out of boys.

- 16.3 **Teaching and Learning Team** - As the school grows it is our intention to have a 'Teaching and Learning Team' that will comprise of three outstanding teachers working on T&L and led by a member of SLT.

## 17. OWN WORK – Independent learning

### 17.1 **Value of 'own work'**

- 17.1.1 To reinforce a sense of discovery and excitement in learning.
- 17.1.2 To encourage boys to develop an independent approach to learning.
- 17.1.3 To develop self-discipline and good learning habits.
- 17.1.4 To enable boys to complete and consolidate school work.
- 17.1.5 To offer opportunities for pursuing topics in detail, reinforcing personal interests and ideas.
- 17.1.6 To use materials and other sources of information not always available in the classroom.
- 17.1.7 To allow practice of skills learned in the classroom.
- 17.1.8 To involve parents in their son's work.
- 17.1.9 To enable boys to cover more subject content than is possible in lessons alone.
- 17.1.10 To provide time for essential learning activities that do not require the presence of the teacher.
- 17.1.11 To allow time for re-drafting work.
- 17.1.12 To allow time for working with others.
- 17.1.13 To allow individuals to work at a pace that is appropriate to their abilities.

### 17.2 **Setting of 'Own work'**

- 17.2.1 The chief criteria for the setting of 'Own Work' should be the purpose and quality of the activity rather than the quantity of work set.
- 17.2.2 'Own work' is well planned, targeted and challenging.
- 17.2.3 'Own work' tasks arise naturally from on-going work in class. This helps boys to achieve the learning objectives of the programme of study for the subject and relevant key stage.
- 17.2.4 'Own work' can take any of the following forms:
  - 17.2.4.1 learning notes, diagrams etc.
  - 17.2.4.2 writing essays of all kinds
  - 17.2.4.3 practice in mathematical and scientific problems
  - 17.2.4.4 redrafting work
  - 17.2.4.5 project work or coursework
  - 17.2.4.6 Research
  - 17.2.4.7 learning work for tests/examination
  - 17.2.4.8 Reading
  - 17.2.4.9 other forms of study

- 17.2.5 Staff should ensure that everyone understands the 'Own Work' set and time should be allowed during the lesson for them to make a note of it in their student planner.
- 17.2.6 'Own work' should be set so that all boys can reasonably tackle it and, where appropriate, add work to 'stretch' the more able boy.
- 17.2.7 'Own work' set should not be expected in the following day.
- 17.2.8 'Own work' should always be announced on the class Google Classroom and make use of the 'deadline feature so that boys are reminded automatically.

### 17.3 **Assessment of 'own work'**

- 17.3.1 Staff should ensure that all boys complete their 'Own work'.
- 17.3.2 It is important that staff and pupils establish a clear pattern of follow up to 'Own work'. Pupils respond best if assessed within a framework of encouraging comments.
- 17.3.3 'Own work' should be marked promptly and helpful feedback provided on what boys have achieved and how to develop their skills further.
- 17.3.4 Work should be returned to boys as quickly as possible after it has been submitted, and staff must keep an accurate record of marks/grades allotted.
- 17.3.5 Wherever possible common/specific own work should be included in schemes of work.
- 17.3.6 Departments should agree on clear and consistently applied procedures to follow when own work is not completed.

### 17.4 **Frequency and Duration of 'own work'**

- 17.4.1 Regular Ownwork will be set, in accordance with students' age groups and needs.
- 17.4.2 The amount of 'Own Work' set per subject should be in relation to the teaching contact time of the subject.
- 17.4.3 'Own work' time being spent will be reviewed through year group surveys to ensure it is appropriately challenging without being onerous and to ensure consistency.
- 17.4.4 'Own work' should reflect the nature of the subject e.g. practical/oral.
- 17.4.5 Departmental handbooks should issue clear guidelines in addition to Programmes of Study.
- 17.4.6 Heads of House should regularly carry out a survey on the quantity and quality of 'Own work' boys have to complete across the curriculum.
- 17.4.7 Heads of Departments should regularly carry out 'Own work' surveys or trails to ensure it is consistently set across the department.

### 17.5 **Student Planners**

- 17.5.1 A Student Planner will be issued to all students from Years 7-13.
- 17.5.2 They are to be kept clean and tidy.
- 17.5.3 All 'Own work' set should be entered together with the date set and the date the own work is to be handed in by.
- 17.5.4 The Student Planner will be signed by the parent on a weekly basis.
- 17.5.5 Form Tutors have a critical role to play in checking that these planners are being used properly. All planners should be checked and signed by the form tutor, on a

weekly basis. Boys caught abusing this system should be reported to their Head of Head.

17.5.6 Classroom teachers and Heads of Department should also monitor the use of these planners.

17.5.7 To ensure that 'Own Work' is being set on a regular basis these planners should be monitored by the Head of House.

## 17.6 **Parents**

17.6.1 Parents can help with 'Own Work' by:

17.6.1.1 Checking that 'Own Work' details are filled in clearly and regularly in the Student Planner. There is space there for parents' regular signature and comments.

17.6.1.2 Helping their son organise his time to best advantage so that things are not all left to the last minute or even forgotten

17.6.1.3 Try to make sure that there are suitable working conditions at home – a place that is relatively quiet, undisturbed and well lit, away from the television.

17.6.1.4 Take a positive and active interest in your son's work at home rather than just insisting that it is done.

17.6.1.5 Let the school know if there are problems with own work that you cannot resolve. Perhaps your son seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the form teacher or Head of House in the first instance.

17.6.2 We understand that parents will want to help their son succeed at school; however, we would ask that they don't actually do the 'Own Work' for them. Sometimes it is important for the teacher to see when a boy is unable to complete a task, or has had real difficulties.

## 17.7 Failure to hand in 'Own work'

17.7.1 We expect completed 'Own work' to be given in on time. This gives boys valuable experience of working to deadlines and facilitates staff with their marking schedules.

17.7.2 If 'Own work' is not given in appropriate action is taken:

17.7.3 The class teacher will have a discussion with the boy to find out if there are good reasons for the failure to hand in the work

17.7.4 A conduct point may be issued on the boys conduct card

17.7.5 The school may contact the parents

17.7.6 A daily report may be issued

17.7.7 Boys may be told to attend a detention session to complete the work.

## 18. REVIEW AND DEVELOPMENT POLICY

19.1 Teaching and Learning at FBS will be informed by the Review and Development Policy outlined separately