

# Durston House

## Work Policy

### Aim of the Policy

- to promote the quality of pupil work

### Objectives of the Policy

- to provide all pupils, parents and teachers with a clear understanding of
  - what constitutes work of quality.
  - the ways in which boys should work at school and at home in order to produce work of quality.
  - the strategies used to encourage and reward boys for work of quality.
  - the strategies used to deal with work of poor quality.
  - what constitutes a positive and productive learning environment.
- to complement the **Rewards and Sanctions Policy**, the **Presentation Policy**, the **Prep Policy** and the **Pupil Behaviour Policy**.

### Introduction

At Durston House it is recognised that

- each pupil deserves to learn in a **purposeful** and **stimulating working environment**.
- each pupil should make steady and **significant progress**, fulfilling his **potential**.
- each pupil ought to **contribute** actively to the learning experience at Durston.

All boys, through the way in which they approach their work, have a part to play in creating and maintaining the purposeful learning environment that characterises Durston House. It is accepted that a positive attitude and good working habits enhance their chances to maximise their learning and to produce work of quality.

### Work Code

A Work Code for pupils complements this policy. It details how boys should work, in class and at home, in order to produce work of quality and to fulfil their potential.

### What is Work of Quality?

Work of Quality is produced when boys are **motivated**, **take pride** in producing their work, **respond to feedback** and are **organised**. Good behaviour, as set out in the Pupil Behaviour Policy, is a prerequisite to a productive environment in which learning can take place.

## **Examples of how pupils can achieve Work of Quality**

### **Being motivated**

- arriving to school and lessons on time, ready to learn
- displaying eagerness and curiosity about what they learn, and openness about new experiences
- listening carefully and participating actively, using initiative

### **Taking pride in producing work**

- trying hard to satisfy all the requirements of the task set by the teacher
- taking time and care over the presentation of written work
- checking work for completeness and errors before submitting it

### **Responding to feedback**

- listening carefully to feedback given orally one-on-one or to the whole class
- reading all written feedback carefully, correcting or adapting where necessary
- reflecting on all feedback, endeavouring to act upon it in a subsequent task

### **Being organised**

- bringing all the correct books and equipment to each lesson
- filing or sticking worksheets as instructed by the teacher
- keeping to time limits and deadlines for the completion of classwork and prep

## **How Do Staff Members Deal With Work of Quality?**

Members of staff encourage Work of Quality by

- setting high personal and professional standards and expectations
- praising the pupil verbally when good work has been handed in or a positive contribution has been made in class.
- providing positive feedback on a piece of written work.
- acknowledging particularly pleasing work with a stamp, sticker or postcard.
- informing Form Teachers about especially pleasing work or progress.
- informing the Heads of Junior School or Prep-Prep or the Director of Studies about particular good work or progress.
- acknowledging publicly good work and achievement in Assembly.
- dispensing rewards as stated in the Rewards and Sanctions Policy, such as rewarding pupils with Plus Points.
- commenting on good work in a note in the Prep Diary or Message Book, in the school reports or at Parents Evenings.

## **What is Work of Poor Quality?**

Work of a high quality cannot be achieved by boys who are not motivated, lack pride in producing work, fail to respond to feedback or who are disorganised. Poor or inappropriate behaviour, as set out in the Pupil Behaviour Policy, hampers a pupil's progress and may have a detrimental effect on the learning environment, affecting other pupils and members of staff.

## **Examples of Poor Work**

### **Lacking Motivation**

- arriving late at school or to lessons
- taking long to settle and lacking concentration
- not contributing to class discussions or not using own initiative

### **Lacking pride in producing work**

- handing in incomplete work which does not fulfil all the requirements
- producing poorly presented work
- defacing books or finished work

### **Failing to respond to feedback**

- ignoring verbal feedback, whether given one-on-one or to the class as a whole
- not reading written feedback or failing to reflect on it
- not endeavouring to implement suggestions for improvement in subsequent pieces of work

### **Poor organisation**

- turning up to lessons without all required books or equipment
- failing to hand in prep on time
- poor organisation of personal storage spaces, leading to lost books, sheets or equipment

## **How Do Staff Members Deal With Work of Poor Quality?**

Members of staff deal with poor work by

- reprimanding a pupil for lack of effort and poor work.
- asking the pupil to improve on or repeat work.
- using sanctions as stated in the Rewards and Sanctions Policy, such as issuing Work Cards
- recording on the Oasis Database poor work of note and any sanctions that have been used.
- informing Form Teachers about persistent poor work and lack of effort.
- informing the Head of Prep-Prep, Head of Junior School or the Director of Studies about persistent poor work and lack of effort.
- contacting parents about poor work and effort (in collaboration with the Heads of Junior School or Pre-Prep or Director of Studies).

## **Which habits at home lead to Work of Quality?**

All prep or revision at home should be undertaken in the same positive spirit as work in class. For a pupil to complete his work thoroughly, tidily and successfully, it is important that

- the pupil takes home all necessary books and equipment he needs to complete his prep.
- there is a quiet area for him to work in, away from any distractions, such as television, games consoles or music.
- he completes all prep to the best of his ability.
- he uses his initiative or asks an adult for help when he is unsure.
- all boys in Years 3-8 ask a parent or carer to check that all prep is completed satisfactorily and appropriately and to confirm this by signing the Prep Diary.

## How is Work Monitored?

- Subject Teachers monitor a pupil's performance in an individual subject using a range of strategies including classroom observation, marking prep, as well as analysing tests and assessments results.
- Form Teachers monitor the performance of the pupils in their Form by periodically looking at their assessment marks, monitoring correspondence in prep diaries and communicating with the boy's subject teachers as necessary.
- Heads of Departments as well as the Heads of Junior School or Pre-Prep monitor pupil progress by looking at the performance of a year group as a whole.
- The Director of Studies monitors overall progress by studying the assessment and examination results and communicating with the subject teachers.
- Plus Points are recorded on the database by the Form Teacher.
- Good work can be noted on a particular day in the pupil prep diary.
- Outstanding work in Pre-Prep may be awarded a Golden Sticker, worth five Plus Points.
- Good work can be noted in school reports.
- Particular poor work and effort are recorded on the Oasis database, which informs staff by email.
- Inadequate work or effort in Years 3-8 may be recorded in Prep Diaries, or on Work Cards, if issued, for parents to see.
- Inadequate work or effort in Pre-Prep is noted in the Message Book or parents are informed directly by the Form Teacher or the Head of Pre-Prep.

### ***Evaluation of this Policy***

*This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.*

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