

2 ACADEMIC POLICY

2.1 THE CLASSROOM CODE OF CONDUCT

- 2.1.1 In order to achieve our stated aim of providing a first class independent education there are fundamental rights which everyone in the classroom must strive to uphold.
- 2.1.2 Teachers have the right to teach and pupils have the right to learn in a productive environment, where everyone has the right to feel and be safe, being treated with dignity and respect.
- 2.1.3 Along with these rights come responsibilities. If these responsibilities are not followed someone's rights will be negatively affected and teachers have the right to impose sanctions if a pupil breaks the classroom code of conduct.
- 2.1.4 It is every pupil's responsibility to:
- Arrive in time for the start of a lesson, fully equipped to make the best of the lesson.
 - Enter the classroom in an orderly fashion and be focused on learning.
 - Wait for the teacher to introduce the lesson before asking questions
 - Listen carefully to the instructions given and stay on task throughout a lesson.
 - Listen actively when someone else is speaking and not talk over them, interrupt them or shout out.
 - Accept that other people have different opinions, needs and abilities
 - Respect these differences and support others in their learning.
 - Hand in work completed and by the deadline set by your teacher.
 - Complete all work to the highest possible standard of which you are capable.
 - Be prepared to think independently, analytically and critically and not to dodge challenges.
 - Participate actively and with a positive attitude at all times.
 - Make sure before you leave that you have made a note in your planner of any homework set.
- 2.1.5 A laminated copy of this code of conduct is available in all classrooms and reproduced in the student handbook.

2.2 REWARDS AND SANCTIONS

- 2.2.1 Incidents of low-level disruption have a negative effect on the learning environment and can, when taken together with other low-level misdemeanours, have a serious impact on the teaching and learning environment for all.
- 2.2.2 Pupils behaving in such a manner can expect to be dealt with by way of the sanctions outlined below.
- 2.2.3 Pupils can be rewarded for excellent work or effort by way of the credit system.
- 2.2.4 Not fulfilling responsibilities under the classroom code of conduct is a choice that individuals make. All choices have consequences.
- 2.2.5 The consequences for pupils of choosing not to honour responsibilities are sanctions. These sanctions will be used by teachers in the following order.
- 2.2.6 Minor matters will be dealt with in the first instance by words of advice. A warning will be given that there are consequences for making further poor choices.
- 2.2.7 If further poor choices are made students may be asked to move seat or reflect on their behaviour.
- 2.2.8 Students may be required to take part in a formal meeting with their teacher and the HoD or HoY to reflect on the choices they have made and to help them make better choices in the future. Where the behaviour of individuals or a group is such that persistent low-level disruption is having an effect on the learning environment the member of staff will deal with those instances by making use of the behavioural detention system.
- 2.2.9 Serious matters of misconduct, or continued low level disruption even after a detention has been used will result in a pupil being sent out of the lesson.
- 2.2.10 The following steps should be followed if a piece of work is not completed on time:
- Make a note in your mark book that the work is late. This can be helpful to you when it comes to Grades.
 - Talk to the student to ascertain the reason.

- If the reason is laziness or disorganisation, the work must be completed in the student's time, and handed in to the staff room before school the next day, or in the first available lunchtime detention (detention must be used for a second offence). The detention may be served in the department.
 - If the reason is a lack of understanding, the teacher must arrange a time to go through the work with the student before setting an extended deadline.
 - If the reason given is lack of time, you should consult the student's Tutor to see whether this is a common theme. The student may be trying his/her luck or there may be genuine organisational difficulties. You may use professional judgement to set a fresh deadline or to ask for the work to be done in detention but you must inform the Tutor in either case.
- 2.2.11 The following steps should be followed if a piece of work is below the standard expected of that student (for example, below half marks, or simply below a student's ability):
- Talk to the student to ascertain the reason.
 - If there has been a lack of engagement with the task, then the work must be redone in the student's time, and handed in to the staff room before school the next day, or in the first available lunchtime detention (detention must be used for a second offence).
 - If the reason is a lack of understanding, the teacher must arrange a time to go through the work with the student. It may still be worthwhile asking the student to repeat the work.
 - If the reason given is lack of time, you should consult the student's Tutor to see whether this is a common theme. The student may be trying his/her luck or there may be genuine organisational difficulties. You may use professional judgement to set a fresh deadline or to ask for the work to be done in detention but you must inform the Tutor in either case.
- 2.2.12 Make sure that instructions for all work are explicit and that sufficient scaffolding is in place for those students that need it (Differentiation).
- 2.2.13 Always relate standards to each individual student's ability (baseline data, target grades etc.)
- 2.2.14 Self assessment before teacher marking can be helpful (individual targets). Peer assessment also helps students to understand how to score marks.
- 2.2.15 Check that pupils always know the standard required and the assessment criteria (criteria in front of books at KS3, use of assessment objectives at KS4&5 etc.)
- 2.2.16 Encourage students to ask for help. Completing work when it is set, rather than the night before it is due, gives them time to ask for help.
- 2.2.17 Unit Tests/Common Assessments/past-paper practice are important to test understanding, revision, retention and application of knowledge, ability to answer exam-style questions.

2.3 EXCLUDING PUPILS FROM THE CLASSROOM

- 2.3.1 Pupils should not be excluded from the classroom for disciplinary reasons except in very serious cases.
- 2.3.2 Being excluded from the classroom represents a serious breach of discipline by the pupil. It is likely to result in further sanction being applied to the pupil.
- 2.3.3 If a pupil is misbehaving to the extent that they are having a negative impact on the learning of others then they should, in the first instance be spoken to by the teacher. Continued misbehaviour should be dealt with by way of a formal sanction. This may include the use of a detention.
- 2.3.4 There is nothing in this policy to stop a member of staff taking a pupil outside the classroom for a brief talk regarding behaviour.

- 2.3.5 If the pupil continues to misbehave and has to be formally excluded from the lesson then the pupil should be sent, with their work, to the appropriate HoD, HoY or, in their absence, the Deputy Head (Pastoral).
- 2.3.6 Under no circumstances should a pupil be sent out of the classroom for any period of time without a clear direction given to the pupil to go directly to the HoD, HoY or Deputy Head (Pastoral)
- 2.3.7 The member of staff sending a pupil out formally must pursue the matter at the next available break with the pupil's form tutor and HoY and should mention the matter to his/her own HoD.
- 2.3.8 If the whereabouts of staff who will deal with the matter are not known then the pupil should be sent to reception where arrangements will be made to contact the relevant member of staff.

2.4 MAINTAINING HIGH STANDARDS OF PUPILS' WORK IN THE CLASSROOM

- 2.4.1 Pupils should be suitably challenged by their work in each subject.
- 2.4.2 Every effort should be made to motivate and encourage pupils of all abilities.
- 2.4.3 Action should be taken when pupils fall short of the required standards of work and effort, either in class or in homework. The management of what can be termed 'low level' disruption is at the heart of providing the best possible atmosphere for effective teaching and learning. Staff should at all times adopt a zero-tolerance policy towards such behaviour; recognising that pupils must be subject to similar standards of praise and discipline in all areas of the school. Consistent approaches to the use of rewards, in the form of credits for example, and sanctions, will have the best effect in allowing all staff to teach in the best possible environment.
- 2.4.4 The primary responsibility for the work and behaviour of pupils in lessons rests with the subject teacher.
- 2.4.5 Unsatisfactory performance may be manifested as:
- incomplete or missing homework
 - poor effort in lessons
 - incomplete work in lessons
 - work that is below the standard of which the pupil is easily capable
 - unacceptable behaviour during lessons
- 2.4.6 Unacceptable behaviour includes:
- calling out
 - distracting others
 - failure to work when tasks are assigned
 - inattention
- 2.4.7 The aims both of the action taken and the accompanying paperwork are:
- to record evidence of work problems and the steps taken by us to address them
 - to ensure that the form tutor, HoY, HoD and the pupil's parents are aware of problems at an early stage
 - to ensure that staff efforts are mutually supportive and co-ordinated

- 2.4.8 These measures are not ways of passing the responsibility for dealing with the problems on to higher authority. Responsibility still rests primarily with the subject teacher (since he/she is always in the front line); these measures ensure that the problems are shared with others and ensure that school and parents are working together (and seen by the pupil as doing so) to produce a change of heart, attitude and effort by the pupil concerned.
- 2.4.9 Many pupils will default in some respect during a term. Subject teachers have to deal with this as part of the routine of daily professional life. Strategies may be quite informal or they may be more formal, and involve advising and correcting the pupil and monitoring future work and behaviour.
- 2.4.10 The guidelines below suggest appropriate strategies that are available for dealing with more serious unsatisfactory performance.
- 2.4.11 Initial instances of defaulting, or inappropriate behaviour are best dealt with positively and in a manner commensurate with a whole school approach that recognises that ‘low level’ disruption will, if not dealt with, have a major impact on the learning environment.
- 2.4.12 Repeated defaulting, for the same offence, should be dealt with formally. Professional judgement determines how formal the response should be:
- lunchtime behavioural detention
 - academic work period after school
 - interview between HoD and/ or HoY and pupil at subject teacher’s request
 - request for parents to come in and discuss the matter
- 2.4.13 Staff should use the pupil’s planner to record minor instances of unsatisfactory behaviour which are not dealt with by way of a detention. The recording of detentions etc in the planners also provides form tutors with guidance as to the behaviour of their tutees.
- 2.4.14 Repeated defaulting in many subjects will come to the form tutor’s attention through the lunchtime detention system. Pupil planners should also be used by subject teachers to record instances for the form tutor’s attention. The form tutor should bring the problem to the attention of the relevant HoY and they may decide to involve the parents. The form tutor may decide (in consultation with the HoY) to monitor the pupil more closely.
- 2.4.15 Persistent defaulting, for the same offence, may warrant a school detention. [Since this form of school detention is a major, formal sanction, it should normally be given only for persistent defaulting in matters relating to academic work after all other measures have been exhausted by the subject teacher, including bringing the problem to the attention of parents.]
- 2.4.16 Persistent defaulting in many subjects will be of major concern. This will warrant a meeting or telephone conversation between the parents and the HoY, and the pupil being put on report. If this produces no effect the Headmaster will become involved in discussions with the parents about the pupil’s future.
- 2.4.17 Detentions are administered through 3Sys and parents are always informed of detentions by the Form Tutor.

2.5 CLASSROOM MANAGEMENT

- 2.5.1 We recognise that teachers lead by example.
- 2.5.2 At King’s teachers are committed to the delivery of punctual, well-prepared lessons in well ordered classrooms.
- 2.5.3 Pupils and teachers treat each other with courtesy and consideration at all times.
- 2.5.4 Homework is marked carefully, in accordance with the departmental marking policy, and returned promptly.
- 2.5.5 Wherever possible members of staff should be in the classroom before pupils arrive. As a general rule no class should enter a classroom before all the previous class has left.
- 2.5.6 There should be a prompt, formal and businesslike start to each lesson. State aims and expectations clearly. Take control at the start of the lesson by ensuring pupils line up outside classroom in an orderly queue or ensuring pupils enter the room but stand on the arrival of a teacher and insisting on silence before starting: command a “natural silence”.

- 2.5.7 A range of starter tasks can be utilised to set the best learning atmosphere for students entering the room. These may include thinking exercises placed on the whiteboard for students to consider on sitting down or an agreed reading programme to be undertaken at the start of every lesson.
- 2.5.8 The Classroom Code of Conduct should be displayed in each classroom and should always be adhered to.
Additional staff or departmental codes may be utilised; however they should not contradict the whole school expectations set out in the model. Additional codes may be explicit (for example, set out as a notice in the room) or implicit (that is, understood by pupils and teachers from the outset).
- 2.5.9 Insist that pupils are paying attention, and that they are presenting appropriate body language.
- 2.5.10 Require appropriate behaviour when responding and participating:
- no calling out in response to questions.
 - always allow students to have thinking time in response to questions. Some invariably put their hands up before all have fully assimilated the questions.
 - hand up if asking a question or volunteering an answer, or adopt a ‘no hands up’ policy whereby all students may expect to be called on to answer questions, or pose questions, during the lesson. This can be effective in ensuring that classes are not dominated by individuals.
 - only one person speaking at a time.
 - pupils respect contributions from others.
 - encourage pupils to speak and become involved and engaged in discussion/lesson activities.
- 2.5.11 Praise correct answers, good efforts and all positive actions.
Correct wrong answers sensitively and also give opportunities to offer another answer.
- 2.5.12 Do not use negative criticism or poke fun at pupils in response to wrong answers.
- 2.5.13 When dealing with inappropriate behaviour avoid protracted confrontation and public disagreements. (Please refer to ‘Maintaining high standards of work in the classroom’ and ‘Excluding pupils from the classroom’ policies).
- 2.5.14 Minor issues are best dealt with in a positive and structured manner so that students are not faced with the problem of assimilating different standards of what is acceptable from different members of staff. Minor misdemeanours and distractions can have the greatest effect on whole-class learning and should not be allowed to distract from the teaching and learning process.
- 2.5.15 Serious problems should be dealt with calmly and sensitively at the end of a lesson on a one-to-one basis, keeping a record of the discussion. Positive interventions (‘catch them being good’) represent a model of best practice that all should be willing to try where necessary. Time delays between the misdemeanour and the giving or setting of punishment allow a cooling off period and an opportunity to consult a colleague.
- 2.5.16 Ensure consistency of approach (e.g. in responses to pupil behaviour or in use of names/surnames). Always try to be fair. Ensure pupils know the rules. Learn pupil names quickly.
- 2.5.17 Classroom furniture should be orderly with space for a teacher to move around the room.
- 2.5.18 Never lose control and always keep your temper. It is sometimes necessary to raise your voice but it should never be necessary to shout, which may indicate that you are no longer in control and send the wrong signals to your class. A change of tone is usually more effective.
- 2.5.19 Do not make implausible threats or put yourself in a position where senior colleagues may be unable to support your actions. In particular do not punish a whole form for the misbehaviour of a few. If necessary consult a colleague about what action is appropriate.
- 2.5.20 Use a variety of methods to deliver the content of your lesson so that the more able are stretched and the weaker pupils are encouraged. Develop strategies for differentiation. The most common cause of pupil misbehaviour is boredom. Observation of other colleagues dealing with classes or individuals you teach is always likely to provide ideas and models for classroom practice which you may be able to adopt.
- 2.5.21 Give clear instructions, guidelines, aims and expectations. Stress that the quality of work matters more than quantity or speed of completion. Consider strategies for those who finish earlier; for example giving an interesting extension task.

- 2.5.22 Set appropriate, pre-planned homework in accordance with the homework timetable. Homework tasks recorded by students at the start of the lesson are likely to result in all students noting the requirements down accurately in an un-hurried manner. Students who have difficulties copying from the board can be helped in transcribing tasks accurately. All homework should be marked and returned punctually. Recap, review and/or test homework wherever possible. Follow up all homework not handed in.
- 2.5.23 Insist on a quiet, orderly exit from the classroom. The member of staff should be the last to leave.
- 2.5.24 Classroom furniture should be left properly arranged and the board should be cleaned – leave the room as you would like to find it.

2.6 DIFFERENTIATION IN THE CLASSROOM

- 2.6.1 A checklist.
The following questions are designed to stimulate critical reflection on good practice and are not intended to suggest that there are single correct answers.

2.6.2 Oral work

Are there pupils who dominate the classroom?

Is their 'domination' healthy? Do they inspire others and add to the academic atmosphere of the lesson or do they act as a distraction for others?

Are there some reticent pupils?

Are all students encouraged to ask questions and seek guidance when understanding is at issue?

Is reticence a sign of a lack of understanding or the reflection of an individual's personality?

What are your strategies for coping with both types?

For example, might a 'no hands up' enable all students to access questions and be prepared to engage in classroom discussion?

Might a 'statutory' waiting time be introduced to ensure all pupils consider responses?

Do your teaching strategies maximise opportunities for all pupils to contribute?

Have you considered the value of paired or group work in enabling students to draw on each others' resources in the classroom?

Approaches such as 'snowball' and use of individual whiteboards provide models for best practice in this area and might be encouraged throughout departments.

Do you vary the targets of your questioning?

The 'average' pupil answers few questions during their school careers!

Even more interesting is the paucity of questions asked by the 'average' pupil!

Socratic approaches to problems will often lead to a greater variety of student responses and may foster a collaborative approach to learning within your classroom

Do you allow pupils time to reflect before responding?

Thinking time can be vital for encouraging all students to responses as well as allowing all students to consider responses and might usefully include time for students to consider their reasons for offering their responses or the criteria on which they are basing their responses.

Is your timing right – do you ask questions while some pupils are still writing/thinking?

Research has shown that up to thirty seconds waiting time enables more pupils to engage with the questions.

Does your differentiation in questioning allow all pupils to gain a sense of achievement and success?

Is your language, tone or choice of topic for conversation work accessible to all or do examples alienate some pupils while appealing to others?

Is your sense of humour appropriate?

2.6.3 **Group work**

Do you occasionally assign tasks to address individual pupils' weaknesses?

Do you sometimes assign pupils to groups/partners rather than allowing them to choose?

Consider how dominant and reticent pupils might work together to their mutual benefit.

Good practice can include nominating a 'secretary' to collate the ideas from pairs and groups as well as encouraging all students to become active in such work.

Do you regularly assign particular tasks to individuals within groups? Do you sometimes allow choice?

Do you use the same groupings all the time or do you construct groups differently for different activities?

Might you be prepared to engineer groupings in order to break down perceived social/gender/friendship stereotypes or imbalances?

Is it necessary that *all* pupils do an appropriate amount of writing during group work?

Do you keep some tasks short and focused eg through time limit, competitive element etc.?

2.6.4 **Teaching and learning styles**

Do you ask pupils (a) how they think they learn best or (b) how they would like to approach a particular topic?

What might be gained by such an approach? Could students be brought 'on task' in a productive manner if they had ownership over how the material was presented to them?

Do you start by generating ideas through brainstorming?

What other methods have you found productive? Asking students to complete a skills or knowledge audit on a particular topic may save lots of time in the long run and avoid unnecessary repetition as well as highlighting important areas for 'front loading' information.

Do boys challenge you more over academic issues than girls? If so, is this important?

If it is, what strategies do you adopt? Might your teaching methodology unconsciously reinforce stereotypical behaviour and/or learning approaches? Are you even-handed in dealing with boys and girls?

Is every pupil encouraged to develop a reflective and speculative attitude to work and learning?

Asking pupils to critically reflect on their own work is often a good way to check understanding. Occasional homework tasks that ask students to review their own learning can be instructive, and of great benefit if undertaken in time for reporting sessions.

Are you innovative in your teaching style and content?

Do you incorporate variety into your lessons? Have you managed to observe how other colleagues approach tasks that you teach? The greatest teaching resource often lies very close at hand? How do other departments approach tasks? Sometimes we might all be guilty of reinventing perfectly suitable 'wheels'.

Do you use a range of methods and strategies (e.g. drama, technology) to illustrate your theme?

Have you seen or heard of innovative ideas that might be available through inset? On line teaching resources offer an ever-increasing library of ideas as does the TES on a weekly basis.

Some departments make use of VLEs and other resources that they will be keen to share with your department.

Do you ensure that your pupils take responsibility for their self-evaluation?

Pupils will often be far more self-critical regarding their progress than is often realised. Enabling them to report on their own progress can be a powerful tool to motivate them to achieve their own learning goals.

Do you allow pupils to give you feedback on how your teaching is perceived by them?

This can be a very powerful tool for our own self-evaluation as well as allowing us to gain insights into how we teach. Such exercises must of course be treated confidentially and can be seen as threatening by some colleagues.

One thing that will become clear from utilising such approaches is that the requirements of individual pupils are often very different and that some approaches work better for different individuals and different year groups.

Do you routinely vary the type of homework tasks you set?

Homework can easily be seen as a routine chore. Are you able to set some tasks at the start of a lesson that might give a focus to the lesson? If pupils know that the homework task they have been given will be explained or developed throughout the lesson it might encourage them to pay even more attention than usual?

Does the homework you set suit the learning styles of your pupils? (e.g. do some pupils shy away from open-ended exercises?)

Do you allow word-processing to let less tidy pupils produce work that looks good?

Where students are undertaking courses, or parts thereof that will be tested through written responses under examination conditions, should students be encouraged to complete tasks in a handwritten manner? Poor handwriting and time management might be best helped by encouraging students to complete tasks 'against the clock' in the manner that they will have to utilise in the examination.

On the other hand, students who receive extra time under examination conditions or utilise laptops might be encouraged to complete their tasks in a manner more appropriate to their needs.

Do you set appropriate and explicit targets at the start of the lesson?

Giving an objective might help students see where you (and they) are going from the start of the lesson. This might enable students to gain a sense of achievement through what otherwise could have been seen as a routine lesson. Enabling students to monitor their own progression in this manner can give confidence to less able students and also encourage extension activities. 'Could you research an alternative explanation for the phenomena we have explored in the lesson?'

Does your marking give targets for pupils, specifying means of improvement according to their strengths/weaknesses?

Departmental marking policies should, as a matter of course, be followed. However might you offer students individual targets for improvement on an occasional basis?

Do your marks, as a matter of course, indicate how students might improve in the future? Do you encourage pupils to share your marks and comments with parents (and perhaps older siblings) to encourage parental responses and to open what might be a useful dialogue with pupils and parents in exercise books? Many parents do review their children's work and will be delighted to be included in the learning process.

2.6.5 **General**

Do you treat pupils with respect at all times (even the difficult ones)?

Do you ask boys and girls whether they think they get a fair deal?

Do you share good practice within and across departments?

Do you participate in classroom observation without suspicion or unease?

2.7 **HOMEWORK**

2.7.1 Homework is integral to the proper and effective study of each subject, throughout the school.

2.7.2 Homework is set in order to further learning, to consolidate work done in class and also to provide extension activities for pupils where appropriate.

2.7.3 Regular and frequent homework helps pupils to establish good study habits.

2.7.4 It is the responsibility of all subject teachers to set homework according to the homework timetable and the responsibility of all heads of department to monitor this.

2.7.5 As pupils progress through the school, the responsibility for organising homework and private study schedules falls increasingly upon them rather than upon the school.

2.7.6 All pupils are responsible for:

- recording in school planners all homework that is set, including date for completion;
- completing all homework by the due date;
- handing in all homework on time.

2.7.7 Parents are encouraged to interest themselves in their sons' and daughters' homework and the above arrangements allow them to be aware of their homework commitments. A copy of the homework timetable is available on the school's web site for parents and pupils to refer to when necessary.

- 2.7.8 All homework should have a valid educational objective. Each piece should seek to extend or to reinforce work done during lessons or to prepare for a forthcoming lesson.
- 2.7.9 In most subjects the majority of homework assignments will be written. Written homework should be marked or otherwise assessed in a form comprehensible to both pupil and parents, and in accordance with agreed departmental reporting policies. [See Assessment, recording and reporting policy.]
- 2.7.10 Learning and reading homework is important in many subjects. Where such homework is set it should be assessed in some way in a subsequent lesson.
- 2.7.11 In fairness both to colleagues and pupils individual teachers should follow the homework timetable and observe the general time limits expected for completion of homework.
- 2.7.12 An important aspect of homework in the Removes, Shells and 3rd year is the inculcation of good work habits. If pupils become accustomed to working at home for one to one and a half hours per night then they will handle the transition to GCSE with greater ease.
- 2.7.13 In order to engage pupil interest and to ensure a properly studious approach:
- homework should be part of a planned course of study and should never be set merely to occupy a pupil's time;
 - homework should be collected, assessed and returned as quickly as possible so that pupils may reflect upon the outcome of their efforts whilst the work is still fresh in their minds.
- Parents are encouraged to sign planners on a regular basis. They may also use the planner to comment on homework and other subject-related issues. Form tutors should monitor the maintenance of the planners of the pupils in their charge.
- 2.7.14 **Removes**
Most of the homework set in the Removes should be tasks that can be completed in approximately 20-25 minutes. The Removes should have about one hour of homework a night in total throughout the school week. English, Art, Geography and Religious Studies are double the time required for other subjects but are set less often.
- 2.7.15 **Shells**
Most of the homework set in the Shells should be tasks that can be completed in approximately 20-25 minutes. The Shells should have about one and a quarter hours of homework a night in total throughout the school week. English, Art, Geography, Modern Languages and Religious Studies are double the time required for other subjects but are set less often.
- 2.7.16 **Third year**
Most of the homework set in the thirds should be tasks that can be completed in approximately 30 minutes. The thirds should have about one and a half hours of homework a night in total throughout the school week. English, Geography, Modern Languages and Religious Studies are double the time required for other subjects but are set less often.
- 2.7.17 **Fourth and Fifth years**
The time for homework in the fourth and fifth years will vary according to the demands of individual subjects. It is not always possible to set a homework task for the same day that a teacher has the teaching group. This is unavoidable. Staff affected will set tasks in advance for the night in question. However as a general rule the homework timetable must be adhered to wherever practicable.
Demands on students in these year groups are monitored closely so the right balance between stretching and challenging all of our students is achieved as well as enabling proper revision and relaxation to take place at weekends.
HoYs and form tutors will assist students in planning to use this time productively throughout the year.
- 2.7.18 **The Sixth form**
There is no published timetable. Departments and subject teachers should make every effort to ensure fair amounts of work and reasonable advance notice of their completion. As a guideline, Lower 6th pupils should expect 3 hours work per subject each week and Upper 6th pupils should expect to 4 hours per subject each week
Personal organisers are provided for the use of sixth form pupils.
It is vital for Sixth Form pupils to appreciate that they cannot hope for 'A' level success unless they are prepared to work at home.

Paid employment, despite its benefits, can impinge upon time that should be spent in study. It is recommended that no employment should be undertaken in the school term with the possible exception of Friday evenings and Saturdays.

2.8 DISPLAY POLICY

- 2.8.1 A number of open and enclosed boards are located at various positions around the building, together with several strategically placed notice boards, cabinets containing the school's sporting and other trophies, and a collection of photographs of people or events significant in the school's history.
- 2.8.2 The visual appearance of the school contributes to its image, and ethos;
- 2.8.3 The displays in the public areas of the school should reflect its life, work and values;
- 2.8.4 Displays should be educative, informative and visually stimulating, not only for the school's population, but also for its numerous visitors;
- 2.8.5 Displays may have a positive effect on pupils' interest and motivation;
- 2.8.6 Pupils tend to respect and to look after an environment that has a pleasant, orderly and cared for appearance, and one that they or their peers have helped to create.
- 2.8.7 Displays should:
- where appropriate, be related to the recent, current or impending learning of pupils.
 - identify the pupil's work by name and form.
 - be well-maintained.
 - be made secure when any valuable items are included, or if in locations which are vulnerable
 - should be mounted in each teaching room used by a department and on notice boards and cabinets adjacent to those rooms.
 - marked work, reflecting different levels of attainment is a powerful visual re-inforcement of assessment objectives and the standards required from students. Care must be taken to avoid embarrassment but in general displays should be accessible to all students and should not, as a matter of course, be open only to specimens of 'perfect' work.
- 2.8.8 As a general rule, each teaching area reflects its use as a specialist subject area and hence if staff have one room/area in which they carry out most of their teaching then they are individually responsible for the displays in that area.
- 2.8.9 Typically, displays in subject specialist rooms will contain one or more of the following:
- designs, products, posters and written work produced by the pupils who normally use the room for their related lessons. Work displayed may be completed work, accompanied by associated preliminary studies where appropriate, or it may be work in progress.
 - designs, products and the work of others, e.g. by professionals and other experts.
 - items of information and potential interest in the form of posters, newspaper or magazine cuttings, or details of radio or television programmes or publications etc., pertaining to a range of relevant products or to a variety of matters or issues of current concern.
- 2.8.10 All displays in the teaching areas/rooms should serve to promote an educative and a visually stimulating environment.
- 2.8.11 In addition, any display is mounted with one or more specific purposes in mind which predominantly include:
- to show exemplary work of a particular kind (in terms of approach, conception, imagination, technique, skill, use of materials, etc.) by pupils of a particular age, ability and experience.
 - to show a varied selection of approaches and responses to a common starting point provided by an initial brief or stimulus.
 - to act as teaching and learning aids.
 - to help inform visitors, (parents, other teachers and other pupils, etc.) about the nature, standards and ethos of the work of the department, or for a particular age range or pupil group.

2.9 DEPARTMENTAL TARGET GRADES

- 2.9.1 Subject teachers will complete agreed 'departmental target grades' for 4th, 5th and 6th year students during the Michaelmas term.
- 2.9.2 The target grades are entered on 3Sys and are accessible at each grading session in case they require updating.

2.10 GRADES POLICY

- 2.10.1 The Assistant Head (Academic Administration) is responsible for administering the entry of grades via 3Sys.
- 2.10.2 Deadlines for Grades are published in staff planners and on the Common Room notice board.
- 2.10.3 Immediately following the deadline for grades the Deputy Head (Academic) will check to ensure that all grades have been entered on the system in accordance with this procedure.
- 2.10.4 Following the deadline the Deputy Head (Academic) will produce spreadsheets of grades for all year groups and will suggest possible subject actions for pupils in Removes to 5th year. HoYs, in consultation with the Head of 6th Form and the Deputy Head (Pastoral) will highlight students to be monitored by subject departments, form tutors or HoYs. They will also suggest students to be referred to the Academic Task Force (ATF).
- 2.10.5 Students causing concern across several subject areas will be dealt with by the relevant form tutor or HoY. The ATF also reviews grades and will take further action as required.
- 2.10.6 All subject teachers and form tutors should speak to all students following grades.
- 2.10.7 All HoDs must monitor students highlighted for subject action and agree follow up procedures with subject teachers. A brief note to this effect, identifying the students concerned, should form part of the next departmental meeting minutes following the publication of grades. If parental contact is made as a result of this action form tutors should be copied into any significant communication and the notes of the relevant contact.
- 2.10.8 All action taken following grades should be proximate to the publication of the data.
- 2.10.9 Indicators of effort and attainment, in accordance with the published guidelines, will be given on all reports and grades.

2.11 DEPARTMENTAL HANDBOOKS

- 2.11.1 The departmental handbook is a working document that contains the policies, plans, records, organisation and activities of the department. It is a reference document for all members of the department and should be available for inspectors at the time of a school or department inspection.
- 2.11.2 Handbooks should include *at least* the following:
 - The aims and objectives of the department including policy and guidance on
 - a. coursework
 - b. display of pupils' work
 - c. differentiation, special needs and the provision for 'gifted and talented'
 - d. examinations, internal and external
 - e. cross-curricular links
 - f. departmental INSET
 - g. use of ICT
 - h. homework
 - i. marking
 - j. reports
 - k. setting policy (where appropriate)
 - l. policy for allocating staff to classes
 - m. contributions to PSE
 - n. allocations of responsibility within the department, including the member of staff responsible for co-ordinating the departmental response to gifted and talented issues
 - o. schedule for appraisal of members of the department by HoD
 - p. date of most recent HoD appraisal and of most recent departmental audit (and date of next planned audit/appraisal if known)

- 2.11.3 In addition to the above the following should also be included:
- a summary of information about the members of the department
 - the extracurricular contributions of the department
 - a copy of the department development plan (in recognition of the school development plan) with current targets and progress highlighted
 - schemes of work
 - the last five years' public examination results at all levels
 - record of INSET attended and copies of evaluation sheets
 - a reference to where minutes of departmental meetings are stored
 - health & safety information and risk assessments
 - information about the departmental budget
 - stock and resources list
- 2.11.4 Where whole school policies exist, the department policy should conform to and go beyond the school policy.
- 2.11.5 It may be found to helpful to include in the departmental handbook reference copies of relevant whole school policies and other documents such as job descriptions and the appraisal/audit schedules for departments.

2.12 CURRICULUM POLICY **This section is also in Quick links**
(Ref: ISI Handbook part 1; ISSR 2a – 2j)

- 2.12.1 The school's curriculum follows statutory requirements. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life.
- 2.12.2 The school provides full time supervised education for all pupils, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes.
- 2.12.3 Pupils are expected to attend all lessons provided for the curriculum they are following at the appropriate stage in the school.
- 2.12.4 Pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills.
- 2.12.5 Personal, social and health education is provided in the lower and middle school, reflecting the school's aims and ethos.
- 2.12.6 Appropriate careers guidance is provided.
- 2.12.7 The school sets out to:
- ensure that pupils develop the essential literacy and numeracy skills.
 - provide pupils with a full and rounded entitlement to learning.
 - foster pupils' creativity and develop essential skills, including learning skills.
 - promote a healthy lifestyle.
 - inspire pupils to a commitment to learning which will last a lifetime.
 - promote high standards in all learning and teaching.
 - ensure that all pupils have the opportunity to learn and make progress.
- 2.12.8 Religious education is also provided for pupils in timetabled lessons as well as through whole school and year-based spiritual assemblies.
- 2.12.9 The curriculum policy is reviewed on an annual basis by the Deputy Head (Academic), advised by the academic committee, to ensure that it continues to meet the needs of pupils.
- 2.12.10 Equal Opportunities: entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.
- 2.12.11 Disabilities: in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.
- 2.12.12 Differentiation: a variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

- 2.12.13 The following subjects are offered to all pupils in years 7 and 8 (Removes and Shells): Art; Biology; Chemistry; Design Technology; English; a carousel of three modern foreign languages (French, German and Spanish) in the Removes leading to a choice of two languages in the Shells; Geography; History; Information Technology; Latin; Mathematics; Music; PE; Physics; PSE and Religious Studies.
- 2.12.14 In year 9 (the 3rd Year) all pupils study English, Geography, History, Mathematics, Biology, Chemistry, Physics, Religious Studies, PE and PSE. In addition pupils choose to study four of the following subjects; French, German, Spanish, Latin, Classical Civilisation, Art, Design Technology or Music, with at least one of these choices being a modern foreign language.
- 2.12.15 All pupils in years 10 – 11 (4th and 5th Years) study English Language, English Literature, Mathematics and PE. In addition they choose six option subjects from Art, Biology, Business Studies and Economics, Chemistry, Classical Civilisation, Computer Science, Design Technology, French, Geography, German, History, Latin, Music, Religious Studies, Physical Education, Physics and Spanish. Of these 6 option choices, at least two science subjects must be chosen (from Biology, Chemistry and Physics) and at least one modern language must be chosen (from French, German and Spanish)
- 2.12.16 Sixth form (GCE): in years 12 and 13 – pupils study four subjects in year 12 and may drop to three in year 13, chosen from Art, History of Art, Biology, Business Studies, Chemistry, Classical Studies, Computing, Design Technology, Economics, English Literature, English Language, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Politics, Religious Studies and Spanish.
- 2.12.17 All pupils, with the exception of those years 10 and 11 (4th and 5th Years), take part in a programme of Enrichment which is timetabled once a fortnight for 2 hours on a Friday afternoon. Enrichment activities are offered in addition to the wide range of extra-curricular activities taking place throughout the week.
- 2.12.18 An on-going curriculum review is in place, led by the Deputy Head (Academic) to consider additions to the range of subjects offered throughout the school.
- 2.12.19 Entry requirements for sixth form:
Pupils wishing to progress to the sixth form (or join it from outside) require a minimum of seven GCSE passes of which four must be at least grade A; a further three at grade B, including A /A* in the subjects to be studied at A level.
- 2.12.20 Religious Education and collective worship: religious education is available to all pupils and is compulsory in years 7 to 9 (Removes to 3rd Year). Parents have the right to withdraw their children from religious education.
- 2.12.21 All pupils are expected to take part in school services and assemblies and in the three services held each year in Chester cathedral.
- 2.12.22 Sex Education: the school provides sex education in the basic curriculum for all pupils in the lower and middle school, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.
- 2.12.23 A full statement of the school's sex education policy is available to parents.
- 2.12.24 In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided.
- 2.12.25 Political Education: the promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.
- 2.12.26 PE and Games: all pupils are expected to take part in the school's Physical Education and Games programme.
- 2.12.27 Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.
- 2.12.28 Extra-Curricular Activities: the school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme.
- 2.12.29 Homework: the school expects homework to be undertaken by all pupils each evening. As guidance the school expects pupils to spend the following times on homework:
- Years 7 and 8 60 to 75 minutes per day
 - Year 9 90 minutes per day

- Years 10 and 11 1-2 hours per day
- Years 12 and 13 2-3 hours per day and more at weekends

A separate homework policy sets out the requirements expected of pupils throughout the school.

- 2.12.30 Special Educational Needs: the school has a special educational needs policy and, where deemed to be in the best interests of a pupil, may modify the courses followed by the pupil in consultation with the parents.
- 2.12.31 Concerns and Complaints: parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form tutor.
- 2.12.32 If the issue cannot be resolved by the form tutor, parents are invited to seek an appointment with the Deputy Head (Academic).
- 2.12.33 Monitoring and Review: this policy will be monitored by the Deputy Head (Academic), who will report to the Headmaster on its implementation on an annual basis.
- 2.12.34 The Headmaster will report to the governing body's Education Committee on the progress of the policy and will recommend any changes.

2.13 ASSESSMENT, RECORDING AND REPORTING

- 2.13.1 Assessment measures the nature and extent of a pupil's progress and achievement and helps the pupil to practise skills, develop understanding and to consolidate knowledge.
- 2.13.2 Assessment and marking of work is consistently used to support the improvement of pupils' work and to aid their planning of future work.
- 2.13.3 Assessment will be both positive (praising achievement) and critical (pointing out errors and indicating scope for improvement). The following should be considered when giving feedback.
- Always start with a positive.
 - Verbal feedback, particularly one-to-one, is very important, especially for weaker students. The students really appreciate this and find it very useful and helpful.
 - Don't always give a numerical mark (sometimes students don't look beyond this).
 - Too many corrections can be counter-productive. Focus on targets for improvement; TNT = 'Target for Next Time', EBI = 'Even Better If', or use Target Sheets.
 - Recommend no more than 3 points for improvement (in addition to small matters of S, P & G, brief comments in the margin etc.)
 - Student must check targets before the next piece of work and teacher confirms when these have been met. Consistent failure to meet targets = concern.
 - Model answers are important.
- 2.13.4 Assessment of written work from students with diagnosed specific learning difficulties will be sensitive to their needs¹
- 2.13.5 The independent written work of each pupil will be regularly assessed.
- 2.13.6 Assessment may be achieved through formal examination, formal or informal tests or individual assignments completed in class or for homework.
- 2.13.7 There is a common system of recording effort and attainment by means of grades and marks

¹ The sort of guidelines usually given (which could be contained within departmental handbooks) are:

1. not correcting every spelling mistake
2. providing examples of other words which conform to a particular spelling rule
3. providing hints on how to remember spellings, keywords, key facts etc
4. giving extra time to complete tasks
5. not complaining about poor handwriting or other presentational features
6. encouraging the use of a computer to overcome the previous point
7. giving students opportunities to demonstrate their understanding orally
8. accepting that a smaller amount of writing may not indicate lack of knowledge

- 2.13.8 A record is kept on the school database of each effort and attainment grade awarded and of the result of each formal, internal examination.
- 2.13.9 The outcome of each assessment and the result of each test or examination are recorded in the subject teacher's mark book or equivalent.
- 2.13.10 The progress of each pupil in each subject is reported upon in written reports and at Parents' Evenings, at agreed times throughout the school year.
- 2.13.11 Written reports are formal communications between the school and the parents, and this should be acknowledged in the care that is taken in writing them.
- 2.13.12 Assessment. Every piece of work that is assessed should show evidence of having been considered by the teacher.
- 2.13.13 Work will usually be graded by means of a numerical mark or by a letter grade.
- 2.13.14 If letter grades are used their significance should be made clear to the pupils.
- 2.13.15 Marking should be as accurate and consistent as possible and steps should be taken to ensure that formal assessments which involve more than one group of pupils are standardised
- 2.13.16 Formal tests may be arranged by departments at any time. Pupils who are not taking public examinations will take formal school examinations in the summer term.
- 2.13.17 Assessment may usefully:
- give practice at written answers.
 - give practice in examination techniques.
 - test the pupils' present level of knowledge, skills and understanding
 - assess the knowledge, skills and understanding that have been gained by the end of a course of study.
- 2.13.18 The aim(s) of each piece of assessed work should be specific and clear to the pupil.
- 2.13.19 Assessment of work from students with diagnosed specific learning difficulties will be sensitive to their needs, and where possible, alternative methods of assessment will be considered.
- 2.13.20 Assessments will usually indicate any errors and acknowledge points worthy of credit
- 2.13.21 As far as possible critical comments should be constructive.
- 2.13.22 Work that has been collected for assessment should be assessed and returned promptly.
- 2.13.23 Assessed work should be reviewed or commented upon either individually or in class when it is returned to the pupil(s)
- 2.13.24 Sensitivity should be exercised in the question of producing rank orders of assessment outcomes.
- 2.13.25 Positions and rank orders should not be published formally. If they are used informally, pupils who appear consistently low in the order should be encouraged as much as possible.
- 2.13.26 Assessment allows the class teacher to brief the Head of Department about the progress of all pupils from time to time.
- 2.13.27 Pupils' progress should be included as a standing item in all departmental meetings
- 2.13.28 All marks or grades will be recorded in a mark book (or equivalent) kept by each teacher for that purpose.
- 2.13.29 The date on which each assessment was carried out or recorded should be made clear in mark books (or equivalent).
- 2.13.30 A mark or grade for each reporting period should be calculated whenever formal reporting of marks or grades for a year group is due and must be clearly based upon the marks/grades recorded in the mark book (or equivalent) for that period.
- 2.13.31 Results of formal examinations will be reported to the Headmaster and relayed to parents (generally by means of the school report).
- 2.13.32 Records of marks should be retained until the end of the academic year. The results of formal examinations should be kept until the pupils concerned have left the school.
- 2.13.33 The records of marks for each teaching group may be used from time to time within the department whenever a general review of pupils' progress is undertaken.
- 2.13.34 Any grading system used by a teacher should bear a clear relationship to the system used on reports.
- Reporting**
- 2.13.35 Reports are written twice a year for all pupils in Removes, 3rd Year and 6th form and once a year for pupils in Shells, 4th Year and 5th Year.

- 2.13.36 In a term when a formal, internal examination has been taken, the result (in the form of a percentage) should be clearly stated.
- 2.13.37 For years 7-10 (Removes-4th Year) examination results will be given in separate reports in the Summer Term.
- 2.13.38 Report sheets contain guidance as to the meaning of grades in each Year. This guidance should be followed by subject teachers.
- 2.13.39 In writing reports teachers should take care to ensure that:
- spelling, grammar and punctuation are correct and that if the pupil is referred to by name, the correct name is used (this should be the preferred name indicated in 3Sys)
 - reports are written to the parents not the pupil.
- 2.13.40 Written reports must be formative in nature. They should be clear, correct, positive where possible and critical if necessary, but constructive in their criticism. In particular pupils should be given guidance where appropriate as to how they might improve their performance in the subject.
- 2.13.41 No report should compare one pupil with another pupil or make criticisms that cannot be substantiated. Neither should a report be expressed in slang or overly colloquial language
- 2.13.42 Reports should be as helpful as possible to pupils and parents in summarising:
- performance;
 - any progress or marked change that has been noticed;
 - particular strengths and/or weaknesses;
 - targets for improvement
- 2.13.43 There must be consistency between the grades and the written reports in each reporting period.
- 2.13.44 Parents' Evenings are occasions at which oral reports are given about pupils' progress. Every effort should be made to ensure that the messages given in the most recent written reports are consistent with those given at the Parents' Evening.
- 2.13.45 When a pupil moves from one teaching group to another, particular sensitivity needs to be exercised when the first report is written. The pupil's effort grade in particular may show a marked change. This may indeed be due to a change of heart by a pupil, but in some cases the parent sees no change in the pupil's attainment in, or response to, the subject and is then puzzled by a significant change in the grade and in the tenor of the written report. Departmental policies should be in place to guard against misunderstanding by ensuring that the standards expected by all the teachers are consistent.

2.14 PUBLIC EXAMINATIONS

- 2.14.1 All pupils pursuing a GCSE, AS or A2 course will normally be entered for public examination at the end of the course.
- 2.14.2 Pupils in the Sixth Form may be entered for public examinations in January or the main summer exam session. The relevant Head of Department (HoD) will assess the most appropriate time for modules to be taken.
- 2.14.3 All GCSE examinations are taken during the summer of the 5th Year, although Controlled Assessment tasks are completed at various times during the two-year course.
- 2.14.4 Pupils' progress will be monitored throughout the examination course. Close contact will be maintained with parents by heads of departments, form tutors, the head of middle school or the head of sixth form, particularly about those pupils experiencing problems.
- 2.14.5 A level students may re-sit modules during the main summer exam season in either the Lower Sixth or Upper Sixth. Re-sits may not be taken in January. Pupils will be allowed to re-sit modules following consultation with the relevant HoD.
- 2.14.6 Only in exceptional circumstances will pupils be withdrawn from examinations, and then only with the Headmaster's permission.
- 2.14.7 Deadlines for Controlled Assessments and coursework submission will be made known to candidates well in advance and must be adhered to.
- 2.14.8 Internal deadlines are necessary to allow time for internal moderation. Any internal deadlines must be reasonable and should be consistently enforced.
- 2.14.9 Coursework submitted by candidates after the internal deadline may not be eligible for submission to the awarding body.

- 2.14.10 If coursework is submitted late, the member of staff should only accept it after full consideration of the implications of acceptance or refusal.
- 2.14.11 If coursework is accepted late by a department it cannot subsequently be withheld from submission to the awarding body.
- 2.14.12 The pupil (and the pupil's parents) should be informed if any coursework has been handed in too late for submission to the awarding body or if for any other reason coursework that has been handed in will not be submitted to the awarding body. Under these circumstances the pupil's entry will be cancelled and the parents will be liable to pay any charges.
- 2.14.13 The Deputy Head (Academic) should immediately be notified of any coursework that will not qualify for submission to the awarding body.
- 2.14.14 Candidates will certify that coursework is their own work and must acknowledge any help received and any references used.
- 2.14.15 Teachers have to be able to satisfy themselves that the coursework is the pupils' own work.
- 2.14.16 Contact will be maintained between school and home in any cases of a pupil having problems with coursework.
- 2.14.17 It is hoped and expected that, through our own vigilance and hard work and through the publication of dates of internal and awarding body deadlines, all coursework conditions will be met by all candidates. If it seems that there is likely to be a problem, parents should be informed sooner rather than later.

Internal assessment of work for external qualifications

- 2.14.18 Assessments will be conducted by teachers who have appropriate knowledge, understanding and skills, and who have been trained in this activity.
- 2.14.19 Students' work should be produced and authenticated according the requirements of the awarding body.
- 2.14.20 Where a set of work is divided between staff, consistency will be assured by internal moderation and standardisation.
- 2.14.21 If a student feels that the above policy may not have been applied in relation to his/her work, s/he may make use of the school's appeals procedure. Details of the procedure are available from the director of studies and are posted on the examinations notice board.
- 2.14.22 Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.
- 2.14.23 This information regarding coursework appeals is included in school planners.

Internal Appeals regarding results enquiries

- 2.14.24 Candidates, subject teachers and Heads of Department are advised by the Examinations Officer and/or the Deputy Head Academic as to the appeals procedures of Examination Boards and whether an enquiry about results or an appeal would be appropriate.
- 2.14.25 This policy is intended to apply when a candidate disagrees with the School's decision not to support an enquiry about results or an appeal.

Appeals against Public Examination Results Procedure

- 2.14.26 Candidates have the right to request a 'Post Examination Results Review' following publication of their examinations results. Application forms will be supplied to candidates with their results documentation. The completed form should be returned to the Examinations Officer, with payment, by the deadline stated on the form.
- 2.14.27 Where the School will not support a candidate's wish for an enquiry about results or an appeal, the parents of that candidate should appeal, in writing, to the Headmaster. This letter must be received by the Headmaster's office no fewer than 10 working days before the published JCQ deadline for appeals.
- 2.14.28 Appeals should be made as soon as possible, stating the reasons for the original enquiry or appeal and the reasons for disagreeing with the School's decision on this. The appeal letter should be signed by both the candidate and their parent/guardian.
- 2.14.29 The Headmaster will undertake a full investigation into the appeal and will report back to the parents of the candidate.
- 2.14.30 The Headmaster will meet with the parents of the candidate within seven days of receiving the complaint to discuss the matter. If possible a resolution will be reached at this stage.
- 2.14.31 If a resolution is not possible, then the letter of appeal will be treated as a complaint and the formal procedure for complaints will be followed.

Written Examination papers

- 2.14.32 Written examinations will be conducted in accordance with JCQ^{cic} regulations. The Examinations Officer, or designated deputy as appropriate, will confirm the identity of all candidates present before the examination starts.

2.15 EQUAL OPPORTUNITIES

(Ref: ISI Handbook 3)

- 2.15.1 This school is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors. We oppose all forms of unlawful or unfair discrimination on the grounds of race, sex or disability and aim to ensure equal treatment for all.
- 2.15.2 Race: We will not tolerate any form of discrimination against anyone on racial grounds, ie on grounds of their colour, race, religion, nationality or ethnic or national origins. Harassment of anyone on racial grounds will be treated as discrimination and may include the following conduct :-
- a. Physical harassment including gestures and assault;
 - b. Verbal or written (including electronic communication) abuse, derogatory name-calling, insults, threats and racist jokes;
 - c. Offensive visual displays including posters and graffiti;
 - d. Issuing/wearing of racist materials, eg leaflets, magazines, insignia;
 - e. Inciting others to behave in a racist manner;
 - f. Making racist comments or suggestions in the course of discussions or lessons;
 - g. Refusing to co-operate with others on racial grounds;
 - h. Isolation or exclusion from social activities.
 - i. Offensive visual displays including posters and graffiti.
- 2.15.3 Disability: We will not tolerate any form of discrimination against anyone on the grounds of any disability, physical or mental, that they may have. Harassment of anyone on such grounds will be treated as discrimination and may include :-
- a. physical harassment including gestures and assault;
 - b. verbal or written (including electronic communication) abuse of any kind
 - c. visual displays of offensive material including posters and graffiti;
 - d. refusing to co-operate with others on grounds of their disability;
 - e. isolation or exclusion from social activities;
 - f. making offensive remarks about a person's disability inside or outside lessons.
- 2.15.4 The Admissions policy acknowledges that the school selects for admission those children judged best able to benefit from the education offered at The King's School. The criteria used in the entrance procedures will seek to maintain the academic standards of the school.
- 2.15.5 The School is committed to providing equality of opportunity, as outlined in the equal opportunities policy.
- a. welcomes applications from parents of children with disabilities
 - b. will recognise and value the contributions and achievements of disabled pupils
 - c. wishes to promote the social inclusion of disabled pupils by facilitating access to the full range of social and extra-curricular opportunities
 - d. will make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
 - e. will not treat disabled pupils less favourably than those without disabilities.
 - f. will consult with parents, feeder schools and appropriate external agencies how best to meet the specific needs of any disabled pupil.
 - g. will consider and, when necessary implement, an awareness-raising programme for pupils already in the school.
 - h. will provide appropriate in-service training which will reflect our wish to improve the knowledge, skills and understanding of all staff, including non-teaching staff, so that they may feel confident about providing quality support for disabled pupils.

- 2.15.6 Informal Procedure for dealing with incidents of discrimination:
- a. Individual(s) subjected to any form of discrimination should try and resolve the problem informally before or instead of invoking the formal procedure.
 - b. Any incident should be reported to a member of staff who will consider with the individual or group how the problem might best be resolved on an informal basis. The member of staff will also inform the Deputy Head (Pastoral).
 - c. At any time during such process and/or if an informal approach proves unsuccessful in resolving the issue, the individual(s) may invoke the formal procedure.
- 2.15.7 Formal Procedure for dealing with any incident of discrimination or harassment
- a. Any such incident must be reported to the Deputy Head (Pastoral).
 - b. Any such incident will be recorded.
 - c. A senior member of staff will interview, within 72 hours of the alleged offence, the individual(s) against whom it was committed. Written statements will be taken at the interview and signed.
 - d. The senior member of staff will then interview the individual(s) who committed the alleged offence. Written statements will be taken at the interview and signed.
 - e. Parents/guardians of any pupils involved in the incident will be informed.
 - f. Victims of harassment/discrimination will receive appropriate support and counselling. All reasonable steps will be taken to protect the victim(s) from any retaliation.
 - g. The senior member of staff will report the outcome of his findings to the Headmaster who will decide whether any sanction is required.

Sanctions against breaches of equal opportunities policy

- 2.15.8 If a pupil or group of pupils is considered to have committed a breach of this policy, then the school will apply an appropriate sanction which will be recorded in the pupil's personal file. Members of staff with pastoral responsibility for the pupil(s) will be informed.
- 2.15.9 Appropriate sanctions include the following:-
- a. perpetrators of physical harassment may be suspended or expelled;
 - b. perpetrators of verbal abuse will be given school detention;
 - c. repeat offenders may be suspended or expelled.
- 2.15.10 Training: The Headmaster will ensure that all members of staff are fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race, gender or disability and that pupils are aware of this policy. Where appropriate training can be identified it will be made available to members of staff.
- Monitoring/Evaluation
- This policy will be kept under review and will be evaluated at least annually.
 - An analysis of incidents will be undertaken with a view to informing or amending practices or procedures.
 - Where discrimination has been found to have taken place those involved will be monitored to ensure there is no repetition.

2.15.11 Appeal to Conciliation Committee

Victim(s) not satisfied with the manner in which the complaint has been treated or the outcome of the complaint may appeal to the school's conciliation committee (except in the case of expulsion) where separate review procedures apply) whose task is to look at issues in an impartial and confidential manner. The convenor of this committee will arrange a meeting with the victim(s) which will be attended by the Headmaster, the Deputy Head (Pastoral) and, where relevant, appropriate and possible, the pupil or group of pupils considered to have committed a breach of this policy. The convenor will attempt to reach a resolution of the complaint and will notify the victim(s) of the committee's conclusions within fourteen days of the meeting.

2.16 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This section is also in Quicklinks

This policy has due regard to the SEND Code of Practice 0 – 25 July 2014 and is compliant with the following legislative documents and guidance:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Part 3 of the Children and Families Act 2014*

Responsibility for this policy falls to the Headmaster; the day-to-day operation of the policy is the responsibility of the Director of Learning Support who reports into the Deputy Head Academic on the Senior Leadership Team.

2.16.1 The Learning Support Team

Director of Learning Support (FT), responsible for:

- Constructing, maintaining and communicating the whole school SEND register to all teaching and support staff
- Keeping abreast of changes in legislation on disability and specialist educational needs
- Monitoring and reporting on relevant data and statistics in regard to children with SEND at the School
- Writing and distributing Individual Education Plans (IEP's) for all students on the SEND register, detailing reasonable adjustments for the classroom, specific learning support provision and access arrangements needed
- Keeping abreast of current best practice in the field of SEND by attending external training courses, CPD and benchmarking with other schools
- Working closely with Deputy Head Pastoral and the pastoral team to ensure that the provision for children with SEND is considered in accordance with their overall wellbeing
- Overseeing the coordination and implementation of access arrangements in school entrance exams and internal school exams
- Undertaking the process of applying for access arrangements in external examinations in accordance with JCQ regulations
- Arranging for screening tests of whole years groups at various points in their school career
- Using baseline and screening data to help identify children with special educational needs
- Informing parents and pupils of any SEND concerns the School may have and advising on the need for further diagnostic or medical assessments
- Monitoring the classroom provision for children with SEND by working closely with HoDs and teaching staff and being part of annual departmental reviews
- Identifying and facilitating regular staff training in all areas of SEND, including dyslexia, dyspraxia, ADHD and ASD
- Holding regular meetings with parents and pupils to discuss learning needs, school provision and progress being made

- Making decisions on the appropriate level of support needed for each individual child with SEND and allocating departmental staff accordingly
- Working in partnership with external agencies to help identify and support pupils with SEND
- Overseeing the transition process as children move between key stages, schools and onto Higher Education and advising parents, pupils and staff accordingly.

Specialist Dyslexia Teacher and SENDCO (PT) responsible for:

- Collecting and interpreting specialist assessment data to inform practice
- Planning and delivering 1:1 support and interventions to pupils with dyslexia and literacy problems
- Keeping parents and carers informed about their child's progress
- Attending regular Pupil Progress meetings, Parents Evenings and Information Evenings
- Keeping administrative records of pupil progress, including updating the school database and SEND register
- Communicating with parents regularly via email, phone, meetings, Parents Evening, report writing and IEP's and keeping records of this communication
- Keeping up-to-date with changes in legislation and JCQ rules
- Assessing children from 3rd Year (Year 9) onwards using a variety of assessment tools in preparation for applying for Access Arrangements
- Maintaining and developing resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school and SEND policies
- Working closely with classroom teachers in all areas of SEND provision

Learning Support Assistant (FT) responsible for:

- Supporting either individuals or small groups of pupils within or outside the classroom
- Providing specialist support for the children on the autistic spectrum
- Collaborating with the classroom teacher and DoLS to define appropriate activities for the pupils in relation to the curriculum
- Helping to promote independent learning and encouraging the students to make use of the school library independently
- Where appropriate, providing pupil assistance during internal and external examinations i.e. reader, scribe additional time requirements, practical assistant.

The King's School does not employ teaching assistants to work in classrooms and alongside individuals on a 1:1 basis. It is the School's expectation that children with SEND can make good progress in the classroom without the need for 1:1 support from a Teaching Assistant.

The Learning Support team is very much part of the school and does not work in isolation at any point. The Learning Support team works closely with *classroom teachers, form tutors, the school nurse, school counsellor, examinations officer, leadership team and safeguarding lead.*

2.16.2 Admissions for children with special educational needs

In compliance with the *Equality Act 2010*, the King's School will not discriminate on the grounds of disability. As an academically selective school, every child applying for a place will be required to sit an entrance test before the offer of a place is made. If the child applying for the place has a diagnosis of a special educational needs then the School can provide access arrangements, such as extra time, in the entrance test.

If a child has particularly significant needs and/or an EHC Plan/Statement, then the Director of Learning Support will invite parents into school to discuss their child's needs in more detail. The School may also make contact with the child's current setting to find out more about the provision needed. The aim of this process is to encourage an open discussion with parents and providers so that we might determine whether or not the King's School has adequate resources to meet the needs of the child.

2.16.3 External reports and diagnosis

The School does not carry out full diagnostic assessments or pay for private ones. This is a private arrangement which is organised and paid for by parents. Although members of the Learning Support team can conduct various screening assessments which can help identify learning needs, we will not and cannot diagnose learning difficulties. The School does, however, have good working relationships with a range of private dyslexia assessors, educational psychologists and speech and language therapists. If parents wish to get their child assessed privately they **MUST** contact the school first to check that the School is happy to accept a report from that particular practitioner. The School insists that it has an established relationship with the person conducting the report.

2.16.4 Identifying children with special educational needs

If at any stage in the child's time at The King's School a parent is concerned about their child having special educational needs, then they are actively encouraged to speak directly to the Director of Learning Support.

To ensure that the School actively identifies children who may have a specific learning difficulty, the Learning Support department runs whole year group screening tests at various points throughout a child's career (Infant 2, Junior 1, Removes, 3rd Year of the Senior School). The School uses a range of computerised screening tests, published by LUCID, which test a range of skills including spelling, reading, working memory, concentration, processing, comprehension and handwriting speed. Data from these tests is not automatically reported back to parents as the Director of Learning Support will consider the data carefully alongside input from teaching staff, grades, school reports and end of year exams. If it is felt that there might be an underlying learning difficulty which needs investigation then the Director of Learning Support will contact parents directly via phone or email.

The School trains all teaching and support staff on a range of specific learning difficulties. Staff are actively encouraged to report concerns to the Director of Learning Support through an online referral system. These concerns are then followed up by the Learning Support team.

2.16.5 Supporting children with special educational needs

Children who have been identified or diagnosed with a learning difficulty are added to the School's special education needs and disability (SEND) register and an IEP (Individual Education Plan) is created. The role of the IEP is to ensure that every teacher is fully aware of the child's needs and to provide guidance on how they can adjust their teaching methods to ensure that children with SEND can make good progress. If more specific support is needed then both group and 1:1 support sessions are available. Older children studying at GCSE and A Level can book in for 1:1 support sessions with the LS team.

The type of support available to children with SEND is broken down into '3 waves'. The day-to-day decision about the deployment of resources and level of support appropriate for the child will be made by the Director of Learning Support in consultation with parents. Where the child's SEND may require more significant adjustments to the physical environment of the school and/or require more resources to be allocated, the decision will be made by the Headmaster. The school budget includes money for supporting children with SEND.

WAVE 1: Class teacher input and access arrangements

- In accordance with the *Children and Families Act 2014*, the school actively pursues the philosophy that every teacher is a teacher of SEND.
- It is the expectation that all pupils are able to access the full curriculum.
- Most pupils on the SEND register will be adequately supported within the classroom setting by the class teacher making reasonable adjustments to teaching and learning.
- It is every class teacher's responsibility to be aware of the needs of children with SEND, the adjustments that are needed, and how to successfully implement these in order to achieve the desired outcomes.
- Every child with an identified or suspected special education need is added to the school's 'SEND register'. This is made available to all staff and is continually updated by the Learning Support team. Every teacher is responsible and accountable for the progress and development of all pupils in their class.
- Wave 1 also includes access to 'Access Arrangements' in internal and external exams.

WAVE 2: Group support

Group support sessions are run at various times throughout the week in both unstructured lunch and break times and as part of the timetable. Group support sessions are mainly run by the Learning Support Assistant. We offer group support sessions in the following areas:

- Literacy
- Social communication skills including social stories, Talkabout resources and Minecraft
- Memory training
- Study skills
- Touch typing
- Assistive technology and useful applications

WAVE 3: One-to-one specialist support lessons

1:1 support sessions with the specialist dyslexia teacher are offered to students with the most significant needs. For these lessons to take place a child is likely to be withdrawn from a particular subject, but this is only ever done after full consultation with parents and the child. These lessons are chargeable at £12.50 for 30 mins (Willow Lodge and Junior School) and £21.00 for 50 mins (Senior School). Where possible the Learning Support team will try to accommodate parental preferences regarding lessons

being missed and we will never take a child from an English or Maths lesson. However, it is important to note that, given restrictions in the flexibility of the timetable, not all preferences can be met.

2.16.6 Working with the Local Authority, EHC Plans and Statements

If a child has significant special educational need or a disability and has been awarded an EHC Plan or Statement of Educational Needs (Wales only), then the King's School will work closely with the Local Authority and hold annual reviews as required. Parents can apply for an EHC Plan or Statement by contacting their Local Authority directly and the King's School is happy to support the application with relevant information about the needs of the child seen an educational setting.

It is important to note that without an EHC Plan or Statement the King's School, as an independent provider of education, is not part of the LA 'local offer'. Consequently the King's School is very unlikely to be able to access LA run specialist support services in school. If a child's needs are such that regular support from a specialist service is needed, then it is advised that parents speak directly to the LA to find out which maintained sector school has the most suitable provision or consider paying for these services privately.

2.16.7 Staff training on issues relating to SEND

The King's School is fully committed to training all staff in several areas of special educational needs and disability. Regular training sessions and workshops are run internally by the Learning Support team at least once per academic year. The School also arranges for external trainers to come into school to provide specialist information on a range of specific learning difficulties. This has included sessions on dyslexia, working memory, social stories, autistic spectrum disorder, ADHD/ADD, brain injury, visual impairment and speech impairment.

Members of the Learning Support team keep up-to-date with current best practice in the field of SEND by attending regular external training sessions run by recognised professional bodies including the British Dyslexia Association, NASEN, PATOSS and the University of Chester.

2.16.8 How is The King's School accessible to children with SEND?

The school has an Accessibility Plan that is updated every three years and reviewed annually by the Senior Leadership Team and Director of Learning Support.

2.16.9 Access Arrangements

Some children with special educational needs will be entitled to access arrangements including extra time in tests and examinations. The School seeks to provide every opportunity, from Junior School onwards, for children to practise using this extra time in their end of year school tests, mock examinations and, where possible, class tests. To apply for access arrangements in external examinations at GCSE or A Level, the School follows the rules outlined by the Joint Council for Qualifications (JCQ) in their document *'Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments'*. These rules change annually and are published each September. When the student enters the 3rd Year of Senior School, The Learning Support department will re-test every child who is on the SEND register at that time and who has been entitled to extra time in the past. These assessments will determine whether or not the child qualifies for access arrangements in their external exams. A private assessment with a diagnosis alone is **not** sufficient evidence for the School to apply for access arrangements with JCQ. In accordance with JCQ rules *'the SENCO must paint a picture of the candidate's normal way of working which clearly demonstrates the need'*. This means that the pupil has had opportunity to practise using the access arrangement(s) before the formal examination period. This will include internal school tests, mock examinations and examinations. The

access arrangement used by the pupil will be monitored during these periods so that a decision can be made as to whether the arrangement is required and that it **IS** the candidate's '*normal way of working*'. The final decision will be made by the Director of Learning Support.

2.16.10 Transition

When a child is moving to King's from another school, the Director of Learning Support will liaise directly with the SENDCO and class teacher at the child's current setting to find out more about the current provision. If the child is starting in the Sixth Form, a copy of the 'JCQ Form 8' will be required for the purpose of applying for access arrangements. For children with special educational needs moving through the school, having a 'whole school' approach to SEND provision helps ease the transition process. The Learning Support team works closely with parents, the child and class teachers to make sure the transition is a smooth process.

2.17 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- 2.17.1 Pupils are expected to be fluent in English; if English is an additional language the relevant box should be ticked on the application form.
- 2.17.2 EAL teaching is not normally provided but if a place is offered this will be arranged where appropriate; parents will bear the cost of such tuition.
- 2.17.3 Overseas pupils must be resident with family within a reasonable daily commute.
- 2.17.4 Overseas pupils must qualify through the appropriate examination in the usual way.

2.18 GIFTED AND TALENTED STUDENTS

- 2.18.1 The School's philosophy underlying the teaching of Gifted & Talented pupils is as follows:
 - To ensure that inspiring and engaging teaching, which challenges all to think, is at the heart of all that we do and that we equip students with a technical mastery and emphasize the beauty within each subject as well as connections with other subjects.
 - To ensure that extension and enrichment are an integral part of learning, using material that allows any student to be stretched, whilst encouraging those we believe to be especially talented to take up particular opportunities and encouraging scholarship at all times.
 - To provide enrichment opportunities outside timetabled lessons that will stimulate gifted students.
- 2.18.2 Setting work for gifted students. Schemes of work are planned to include material that differentiates between pupil ability and that stretches gifted students. Provision for gifted students might include
 - Use of higher ability material (e.g. AS material at GCSE level).
 - Use of more complex tasks for gifted students.
 - Less use of scaffolding and greater independence in task completion.
 - Extra reading material set around the subject matter.
 - Referral to websites and other sources relating to associated topics or materials.