

2 ACADEMIC

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 your teacher has the right to impose sanctions for breaking 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 planners.

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 by way of the commendation 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 of choosing not to honour your responsibilities are sanctions. These sanctions will be used by your teacher in the following order.
- 2.2.6 Minor matters will be dealt with in the first instance by words of advice. You will be warned that their will be consequences for making further poor choices.
- 2.2.7 If further poor choices are made you may be asked to move seat or reflect on your behaviour.
- 2.2.8 You may be required to take part in a formal meeting with your teacher and the head of department to reflect on the choices you have made and to help you 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 your being sent out of the lesson. Being excluded from the classroom represents a serious breach of discipline and it is likely to result in further sanction being applied.

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 head of year. If they are not available to deal with the pupil then the pupil should be sent to the appropriate group year head, or in their absence the Director of Studies or Second Master.
- 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 year head or other member of senior staff as directed by the class teacher.
- 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 year head and should mention the matter to his/her own Head of Department.
- 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 forms of commendations 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, year head, head of department 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 ensures that school and parents are working together (and seen by the pupil as doing so) to produce a change of heart, attitude, 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 head of department and/ or year head and pupil at subject teacher's request
 request for parents to come in and discuss the matter
- 2.4.13 Staff should consider utilising 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 book. 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 year head and they may decide to involve the parents. The form tutor may decide (in consultation with the year head) to put a pupil on report card.
- 2.4.15 Persistent defaulting, for the same offence, may warrant a school detention for disobedience. This is recorded for the parents and the pupil's file via the detention slip. [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 year head, 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 Paperwork
 Lunchtime detention book - kept at reception. The form tutor and year heads will read regularly.
 School detention slip - generated by subject teacher (or year head in certain cases) when the pupil is given a school detention. Taken by pupil for parental signature and returned to supervising member of staff at time of detention, to go in the pupil's file.
- 2.4.18 Report card - issued by the form tutor (or year head in consultation with form tutor) following discussion with parents. Initialled by all concerned. Allows the pupil's work to be monitored frequently and regularly throughout week; used for one week at a time, generally for no more than four weeks without a break. Returned to file after completion and discussion with parents.

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 and returned promptly with a grade or mark and comments.
- 2.5.5 Teachers seek to apply professional judgement and maintain a sense of proportion at all times.
- 2.5.7 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.
- 2.5.8 Attempt to achieve a prompt, formal and businesslike start to the 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”.
- 2.5.9 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.
- 2.5.10 A “classroom code” should be established. A model “classroom code of conduct” is available. 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).
- 2.5.11 Insist that pupils are paying attention, and that they are presenting appropriate body language.
- 2.5.12 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.
- 2.5.13 Praise correct answers, good efforts and all positive actions.
Correct wrong answers sensitively and also give opportunities to offer another answer.
- 2.5.14 Do not use negative criticism or poke fun at pupils in response to wrong answers.
- 2.5.15 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’).
- 2.5.16 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.
- 2.5.17 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 such as those presented at staff inset by Peter Hook represent a model of good 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.
- 2.5.18 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.
- 2.5.19 Classroom furniture should be orderly with space for a teacher to move around the room.
- 2.5.20 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.
- 2.5.21 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.

- 2.5.22 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.
- 2.5.23 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.
- 2.5.24 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.
- 2.5.25 Insist on a quiet, orderly exit from the classroom. The member of staff should be the last to leave.
- 2.5.26 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 ‘problem based learning’ and ‘philosophy for children’ 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 by 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 writing all homework that is set;
- completing all homework by the due date;

- handing in all homework on time.
- 2.7.7 Principles and Guidelines
- 2.7.8 The school regards homework as an integral and important part of the learning process. We therefore expect teachers to set and pupils to complete homework on a regular basis; according to the homework timetable published at the start of each academic year.
- 2.7.9 Pupils in all years are issued with school planners in which homework tasks and deadlines should be recorded.
- 2.7.10 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.
- 2.7.11 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.
- 2.7.12 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.]
- 2.7.13 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.
- 2.7.14 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.
- 2.7.15 Although the practice at various levels of the school may differ these general principles are applicable throughout.
- 2.7.16 Guidelines: Lower school
- 2.7.17 An important aspect of homework at this stage of a pupil's development 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.
- 2.7.18 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.
 - Pupils should record the homework set, date for completion and other necessary details in their planners. This should be done daily. Parents are encouraged to sign the 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.
- 2.7.19 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 and science homeworks are double the time required for other subjects. Geography and religious studies rotate as weekend tasks set on a fortnightly basis. Art may set tasks that may take students a longer time to complete, but consideration must be given for other subject areas and the length of time for completing the task reflects this. (Approximately one hour over a three week period)
- 2.7.20 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 homeworks are double the time required for other subjects. Arrangements for geography, religious studies and art are as for the removes with slightly longer tasks being appropriate for this year group.

2.7.21 Thirds.

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 homeworks are longer than the time required for other subjects. Geography and religious studies will alternate as for the other year groups but English will be the weekend homework for the whole year group. Art arrangements reflect the slightly longer time available for tasks over a three week period.

2.7.22 Fourth and fifth forms

Although a homework timetable is published for these years it is accepted that coursework assignments may most conveniently be tackled during time allocated for homework. Where this is the case and no specific homework assignment has been set pupils should be reminded at the appropriate times in the week of the coursework requirement which is being completed. It is reasonable for a teacher to ask to see "work in progress" if, over a period of time, homework has not been set so that a coursework assignment can be completed.

It is not reasonable to expect pupils to complete homework assignments at the same time that they have an on-going coursework commitment in the same subject unless time has been made available in lessons for coursework to be done.

Pupils may need help to ensure that the pressure of coursework in one subject does not cause work in other subjects to suffer.

The time for homework in the fourths and fifths will vary according to the demands of individual subjects and coursework requirements. 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 for all of our students is achieved as well as enabling proper revision and relaxation to take place at weekends.

Year and form tutors will assist students in planning to use this time productively throughout the year.

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.

2.7.23 The sixth form

Not all homework is set to a published timetable. Departments and subject teachers should make every effort to ensure fair amounts of work and reasonable advance notice of their completion.

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 HoDs will complete agreed 'departmental target grades' for the current fifth form by Michaelmas half term. The date for completion will be included in the 'schedule of meetings' documented produced by the headmaster's secretary. Grades for the current fourth form will be completed before the end of the Michaelmas term.
- 2.9.2 Electronic templates for completion will be sent to all HoDs by the Assistant Director of Studies. HoDs are required to fill in the templates and return them to the ADoS.
- 2.9.3 Completed grades will be stored on the school network in All Staff/ Target Grades by year group.

2.10 GRADES POLICY

- 2.10.1 PAB is responsible for the upkeep of the grades system on the school network.

- 2.10.2 Staff will be notified in advance of the deadlines for grades by way of the 'Schedule for Meetings' sheet produced through the HM's office on an annual basis.
- 2.10.3 Immediately following the deadline for grades the Director of Studies 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 head of sixth form, the head of the upper school and head of lower school will meet with their year heads to identify those students who are causing concern across several subject areas.
- 2.10.5 Students causing concern across several subject areas will be dealt with by the relevant year head. A brief note concerning action points should be completed for the director of studies and relevant 'group year head'.
- 2.10.6 All form tutors should speak to all students following grades.
- 2.10.7 All HoDs must identify all students causing concern in their subject areas 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 The group year heads will produce a spreadsheet following their meetings with year heads to identify all those students who have been identified as requiring action that they will co-ordinate.
- 2.10.9 The group year heads and Director of Studies will meet after action has been initiated and initial feedback received from HoDs and Year Heads to monitor progress.
- 2.10.10 All action taken following grades should be proximate to the publication of the data.
- 2.10.11 Indicators of effort and attainment, in accordance with the published guidelines, will be given on all reports and grades for pupils in lower and middle school.

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 (electronic copies should be filed in 'All Staff')
 - 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

- 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 director of studies, 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 addition to the options system operating in the middle school and in the sixth form.

Lower school: art; design technology; English; a choice of two modern foreign languages from French, German and Spanish; geography; history; information technology; Latin, and in the shells a choice of Latin or classical civilisation; mathematics; music; PE; PSE; religious studies; science in the removes and biology, chemistry and physics in the shells; thinking skills.

Middle school: biology, chemistry, English, mathematics, PE, physics, PSE

- 2.12.14 Option System: for GCSE courses pupils can choose four optional subjects from art, economics & business studies, classical civilisations, design technology, geography, history, Latin, music and religious studies. A minimum of one modern foreign language must be taken as an optional subject from a choice of French, German or Spanish
- 2.12.15 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.
- 2.12.16 An on-going curriculum review is in place, led by the director of studies to consider additions to the range of subjects offered throughout the school.
- 2.12.17 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 at grade B or better.
A or A* passes are generally required (and sometimes insisted upon) in the subjects to be studied at A level.
- 2.12.18 Religious Education and collective worship. Religious Education is available to all pupils and is compulsory in years 7 to 9. Parents have the right to withdraw their children from religious education.
- 2.12.19 All pupils are expected to take part in school services and assemblies and in the four services held each year in Chester cathedral.
- 2.12.20 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.
- 2.12.21 A full statement of the school's sex education policy is available to parents.
- 2.12.22 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.
- 2.12.23 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.
- 2.12.24 PE and Games. All pupils are expected to take part in the school's Physical Education and Games programme.
- 2.12.25 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.
- 2.12.26 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.
- 2.12.27 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 3 hours per day and more at weekends
- A separate homework policy sets out the requirements expected of pupils throughout the school.

- 2.12.28 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.
- 2.12.29 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.
- 2.12.30 If the issue cannot be resolved by the form tutor, parents are invited to seek an appointment with the director of studies.
- 2.12.31 Monitoring and Review. This policy will be monitored by the Director of Studies, who will report to the Headmaster on its implementation on an annual basis.
- 2.12.32 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)
- 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 The work of each pupil will be formally assessed by examination during the summer term of each year.
- 2.13.8 There is a common system of recording effort and attainment by means of grades and marks
- 2.13.9 A record is kept on the school database of each effort and attainment grade awarded (by means of grade sheets) and of the result of each formal, internal examination.
- 2.13.10 The outcome of each assessment and the result of each test or examination are recorded in the subject teacher's mark book.
- 2.13.11 The progress of each pupil in each subject is reported upon in written reports, at agreed times throughout the school year.
- 2.13.12 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.
- 2.13.13 Assessment. Every piece of work that is assessed should show evidence of having been considered by the teacher.
- 2.13.14 Work will usually be graded by means of a numerical mark or by a letter grade.
- 2.13.15 If letter grades are used their significance should be made clear to the pupils.
- 2.13.16 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

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

- 2.13.17 Formal tests may be arranged by departments at any time. Pupils who are not taking public examinations will take formal school examinations in the second half of the summer term.
- 2.13.18 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.
- 2.13.19 The aim(s) of each piece of assessed work should be specific and clear to the pupil.
- 2.13.20 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.
- 2.13.21 Assessments will usually indicate any errors and acknowledge points worthy of credit
- 2.13.22 As far as possible critical comments should be constructive.
- 2.13.23 Work that has been collected for assessment should be assessed and returned promptly.
- 2.13.24 Assessed work should be reviewed or commented upon either individually or in class when it is returned to the pupil(s)
- 2.13.25 Sensitivity should be exercised in the question of producing rank orders of assessment outcomes.
- 2.13.26 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.
- 2.13.27 Assessment allows the class teacher to brief the Head of Department about the progress of all pupils from time to time.
- 2.13.29 Pupils' progress should be included as a standing item in all departmental meetings
- 2.13.30 All marks or grades will be recorded in a mark book kept by each teacher for that purpose.
- 2.13.31 The date on which each assessment was carried out or recorded should be made clear in mark books.
- 2.13.32 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 for that period.
- 2.13.33 Results of formal examinations will be reported to the Headmaster and relayed to parents (generally by means of the school report).
- 2.13.34 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.
- 2.13.35 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.
- 2.13.36 Any grading system used by a teacher should bear a clear relationship to the system used on reports.
- 2.13.37 Reporting
- 2.13.38 Reports are written twice a year on each pupil and three times a year for pupils in Removes
- 2.13.39 In a term when a formal, internal examination has been taken, the result (in the form of a percentage) should be clearly stated.
- 2.13.40 For years 7-10 examination results will be given in separate reports in the Summer Term.
- 2.13.41 Report sheets contain guidance as to the meaning of grades in each Year. This guidance should be followed by subject teachers. The standard 1 – 4 scale is always used.
- 2.13.42 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 full forename or the familiar name used by the parents) and this will be printed on the report sheet. Reports are written to the parents not the pupil.

- 2.13.43 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.
- 2.13.44 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
- 2.13.45 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.
- 2.13.46 There must be consistency between the grades and the written reports in each reporting period.
- 2.13.47 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.
- 2.13.48 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 The tier at which GCSE entries are made will be agreed between the school and the pupils' parents.
- 2.14.3 Pupils may be entered for public examination in sessions that fall throughout the school year for modular courses. The relevant Head of Department will assess when is the most appropriate time for modules to be taken.
- 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 The timing of re-sits will follow discussion and agreement between the head of department concerned and the director of studies. Pupils will be allowed to re-sit examinations following consultation with the relevant head of department.
- 2.14.6 Only in exceptional circumstances will pupils be withdrawn from examination, and then only with the Headmaster's permission.
- 2.14.7 Deadlines for 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 director of studies 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.
- 2.14.18 Internal assessment of work for external qualifications
- 2.14.19 Assessments will be conducted by teachers who have appropriate knowledge, understanding and skills, and who have been trained in this activity.
- 2.14.20 Students' work should be produced and authenticated according the requirements of the awarding body.
- 2.14.21 Where a set of work is divided between staff, consistency will be assured by internal moderation and standardisation.
- 2.14.22 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.
- 2.14.23 Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.
- 2.14.24 This information re coursework appeals is included in school planners.