

CURRICULUM POLICY

Aims

Queen Elizabeth's Grammar School has as its motto *Disce Prodesse*. This is rendered as *Learn to be of Service*. To that end, the school instils in its pupils the principles of good citizenship as well as preparing them for the universities and the professions. The school offers a curriculum which allows academic flexibility.

Our curriculum encourages pupils

- ◆ to develop a well-stocked mind
- ◆ to use that mind to make informed and realistic judgements
- ◆ to use those judgements to reflect on the role of the individual in the community and the world of work
- ◆ to have a flexible mind and an appetite for learning to cope with changing social, technological and career patterns
- ◆ to foster a set of personal values rooted in honesty, trust, tolerance, understanding, caring and respect for others
- ◆ to use those values to establish effective personal and social relationships
- ◆ to develop a spiritual dimension to their lives
- ◆ to understand the basic rights of other people, especially those ill-placed to promote their own needs
- ◆ to understand the causes of inequality of opportunity and treatment afforded on grounds of ethnicity, gender, social class or disability and the need to remove such discrimination
- ◆ to possess economic and political competence sufficient to be able to contribute to the development of society and to participate in it.

The Headmaster will determine the curriculum for approval and adoption by the Board of Governors.

Objectives

Queen Elizabeth's recognises that pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

Breadth

Our curriculum brings pupils into contact with the

- ◆ different elements of learning ~ attitudes, concepts, knowledge, skills
- ◆ different areas of learning ~ aesthetic, creative, human, linguistic, literary, mathematical, moral, physical, scientific, social, spiritual, technological.

Balance

Our curriculum ensures that each area of learning receives appropriate attention in relation to other areas and to the curriculum as a whole.

Coherence

Our curriculum ensures that pupils are taught in such a way that the different areas of learning and experience are seen to be inter-connected.

Relevance

Our curriculum ensures that pupils are taught in such a way that takes account of their readiness for new experiences and future career needs whilst recognising their previous learning.

Differentiation

Our curriculum reflects the broad aims of education which apply to all pupils, irrespective of their capabilities. It acknowledges the differences between pupils, even of the same age and in the same class. Pupils and tasks are matched so that, across the ability range, there is a balance between challenge and success. Various teaching approaches and organisational methods are used.

Progression

Our curriculum identifies a pupil's progress through teaching, learning and assessment. The processes of teaching and learning are as significant as curriculum content in determining a pupil's progress and achievement. Assessment recognises the value of both formal and informal learning.

Our pupils appreciate that

- ◆ learning is challenging, engaging, enjoyable and rewarding and that it builds confidence
- ◆ regular assessment is a vital part of the learning process.

Practice: Methods of Assessment and Recording

Queen Elizabeth's undertakes the formal assessment of each pupil's achievement through regular assessment and examination.

This undertaking rests upon the following policies and practices:

- ◆ detailed objectives and guidance set out in schemes of work and teacher's lesson plans
- ◆ clear, shared learning targets; consistent marking procedures; standardised testing (where appropriate); internal and external tests
- ◆ inter-departmental awareness and application of policies in language, numeracy and marking
- ◆ fostering links with other schools, particularly feeder primary schools, and with universities and other higher education institutions
- ◆ regular links between school and home - including written reports to parents, annual parents' evenings, rewards and sanctions, contact with parents via letter, interview or telephone call as appropriate - to chart a pupil's progress
- ◆ alerting pupils to the expectations of prospective employers, particularly through the Careers Department, work experience and teacher placements in industry
- ◆ records of achievement to promote responsibility in pupils for their own learning and to develop a record of experiences and achievements both inside and outside the school
- ◆ arrangements for staff development (INSET) in support of the curriculum
- ◆ arrangements which encourage staff participation in the review and development of the curriculum

- ◆ arrangements which promote the involvement of parents in the school
- ◆ arrangements which provide parents, prospective parents, governors and others with information about the curriculum and the achievements of pupils.

ANNEX A HOMEWORK POLICY

Aims of Homework

Homework is that part of the curriculum which supports learning and consolidates and refines classwork. It enables teachers to evaluate the learning process. It helps pupils to develop the following skills:

- * Self-discipline
- * Time management
- * Independent working
- * Study of other resource material, for example IT, newspapers, library, T.V., information from parents
- * Partial responsibility for own learning

Effective homework helps to improve a pupil's final achievement, for example in public examinations.

Types of Homework

There will be a variety of styles of homework, but normally it will arise out of the work done in class (at some point). It may be:

- * a piece of written work
- * learning some material
- * revision for a test as directed by the teacher.

It could also take the form of extended/open ended work:

- * Research from library material (IT, CD ROM, books etc.)
- * Practical work (for example, measurement)
- * Project work (coursework)
- * Listening work (for example in language or music)
- * Reading/watching T.V.

Throughout the course of study, homework should reflect four skills areas:-
Reading, Writing, Speaking and Listening.

Homework Diaries

1st to 5th Year pupils are issued with calendars containing homework diaries:

- * To help pupils log the homework given and the date it is required
- * To allow parents to check that homework has been set and completed

It is intended that parents and Form Tutor sign the diary regularly.

Sixth Formers are also issued with calendars and are encouraged to use them.

The Role of Parents

Parents have an important supportive role in the partnership between school and home. For example, monitoring the pupil's progress and supporting the instructions of the subject teacher are beneficial.

By definition, homework should be done at home, although from time to time other commitments will require alternative suitable arrangements e.g. the school library. To improve effectiveness, the pupil should be provided with a suitable location and an atmosphere conducive to undisturbed study.

Note: the following statement also appears in the homework diaries.

It is intended that homework should be done by the pupil. There will be occasions when suitable assistance by parents will enable the pupil to complete a piece of homework, but if this assistance becomes frequent or prolonged, the subject teacher should be contacted. Pupils experiencing difficulties with any piece of work are actively encouraged to consult subject teachers.

Timing and Regularity

Homework will be set on a regular basis in all subjects. The homework timetable for each pupil is published at the start of the school year and a copy is taken home by the pupil. It is expected that pupils will spend the following amounts of time approximately per night on homework:

First year	1 hour
Second year	1.25 hours
Third year	1.5 hours
Fourth and Fifth years	2 hours

No homework or coursework will be set specifically to be done during school holidays, excepting work for pupils preparing for public examinations or for pupils preparing for internal examinations in the Trinity Term.

Marking

Homework will be collected on a regular basis, marked and handed back during the next lesson wherever possible. Marking is carried out according to Department policy.

There will be a mark or grade together with written or verbal comments when appropriate. Homework may contain either written corrections by the teacher, or these may be inserted later by the pupil following discussion, if appropriate.

Homework is an integral part of the evaluation of a pupil's progress, along with classwork and tests.

Difficulties with Homework

If a pupil has difficulty with a piece of homework, this should be discussed with the subject teacher in the first instance. If the difficulties persist, advice should be sought from the Form Tutor.

Unsatisfactory Homework

If any aspect of homework is regarded as unsatisfactory, this will be dealt with by the subject teacher in the first instance. If this persists, the matter will be referred to the Head of Department for action and to the Form Tutor for information.

Sixth Form

This document should be read in conjunction with the Sixth Form Handbook. It is expected that approximately three hours per day will be spent on supplementary study.

Homework will be set on a regular basis in all subjects. The homework timetable for each pupil is published at the start of the school year and a copy appears on the back of the homework diary. It is expected that pupils will spend the following amounts of time approximately per night on homework:

First year	3 x 20 min
Second year	3 x 25 min
Third year	3 x 30 min
Fourth and Fifth years	3 x 40 min
Sixth form	3 hours

The diary is issued to help pupils log the homework given and the date it is required, and to allow parents to check that homework has been set and completed. It is intended that parents and tutor of all boys in years 1 to 5 should sign the diary at end of each week.

Reviewed July 2014