



Queen Mary's Grammar School

Quality of Education Policy - March 2023

Section 1: Curriculum policy

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Section 1: Curriculum

Principles:

“Academically-Ambitious and Accessible to All”

Queen Mary's Grammar School believes that the Quality of Education experienced by students is driven by a curriculum in its broadest sense: the entirety of a student's learning experience, in lessons and beyond. We have designed and embedded a curriculum that is planned and sequenced to develop in our highly academic students the knowledge and skills necessary for their future roles in society, while ensuring that the balanced curriculum offer is accessible to all.

Trust Curriculum Intent Statement (Reviewed and Updated November 2022)

- We are a family of schools committed to helping each other **increase opportunities** and **improve outcomes** for students throughout Walsall and the West Midlands conurbation.
- Because of our schools' commitment to providing an **expertly-delivered ambitious curriculum** our students will enjoy developing their knowledge, understanding and skill. We prioritise our efforts to address the **social mobility** generational failings for disadvantaged and vulnerable children, many of whom have special educational needs and/or disabilities.
- As a result of our commitment to **improvement and innovation** students in Mercian schools will be the highest academic achievers who will secure places at the very top universities, conservatoires and specialist colleges and those with the greatest practical aptitudes will secure technical vocational awards that are valued by employers and prepare them to progress onto apprenticeship pathways with flagship employers.
- As a result of our commitment to each other, both staff and students will be **physically and mentally healthy** with the resilience, adaptability and values required to make good life choices and build successful personal and professional relationships. They will be the first to welcome people new to our local community and embrace opportunities to learn from different cultural experiences and from people with different religious faiths and beliefs.
- Put simply, the staff and students in Mercian schools will **live life to the full** in the pursuit of what is **good, right and true**. In doing so they will **realise their potential** and make a **positive contribution** to their **families** and the **local, national and international community**.

Curriculum Intent:

In pursuing the above principles, the School aims to:

- Provide learning opportunities (both in and out of the classroom) which promote breadth, balance and relevance. We subscribe to the National Curriculum's definition of 'Cultural Capital': 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'
- Ensure that students reach the highest possible standards of academic achievement while developing knowledge and skills, values and attitudes, and a love of learning that will last a lifetime.
- Provide a variety of learning experiences and teaching approaches, as encapsulated in the "QMGS Teaching & Learning Framework", which foster both a sense of challenge and enjoyment in the classroom, at home via blended teaching & learning, and through the wide range of enrichment opportunities on offer
- Provide all students with the highest achievable levels of literacy (including oracy), numeracy, ICT / Computer Science and other key skills
- Allow our expert subject leaders and teachers to make adaptations to their curriculum pathways, medium-term plans and assessments, in order to provide the very best teaching and learning experiences for all.

Curriculum Implementation:

In realising the above aims, the school will:

- Supplement the full range of academic subjects with enrichment activities
- Implement a challenging and rigorous three-year Key Stage 3 and a two-year Key Stage 4 Programme of Study, with no narrowing of the curriculum
- Provide regular feedback, using a wide range of methods appropriate to the subject, on the achievement and progress of each student in each curriculum area as an integral part of the learning process.
- Provide clear information about the curriculum and the achievement of pupils to staff, pupils, parents, governors and others in accordance with national requirements
- Maintain medium-term plans and curriculum pathways in all subject areas to take account of whole-school priorities, which identify required learning outcomes, possible teaching methods and assessment and feedback opportunities
- Encourage learning beyond the classroom through homework set on Microsoft Teams, independent study skills, signposted wider reading and, increasingly, blended platforms for learning.
- Provide clear information and pertinent advice to students and parents about GCSE and A-Level option choices, and post-18 pathways
- Provide, where appropriate, a cross-curricular approach to the teaching of literacy (including oracy), numeracy and ICT / Computer Science skills, alongside other opportunities for embedding learning across and between subjects.

Literacy and oracy at QMGs:

The full Literacy Policy can be found under "Policies" on our website

Literacy underpins the QMGs curriculum by developing students' abilities in the four domains of speaking, listening, reading and writing. There is no hierarchy in these skills; they are equally important and interdependent. Good speaking brings good writing, and so on. We aim to promote excellence in our students' communication, both orally and in written formats, and for a variety of purposes and audiences. All departments, and all teachers, have a crucial role to play in supporting students' literacy development. A high standard of literacy also allows pupils to develop their independent learning, and has a very significant impact on pupils' self-esteem, motivation and behaviour. Literacy and SEMH are closely entwined and all the more important for this reason. Literacy is at the heart of everything we do.

Numeracy at QMGs:

Due to the selective nature of the Year 7 intake at Queen Mary's Grammar School, it is expected that all pupils have a high level of numeracy compared to national standards. Numeracy skills are developed and supported by the maths department throughout their academically-ambitious curriculum. Numeracy is an essential skill required in many different areas of the wider curriculum, whether a pupil needs to calculate their percentage on a test, or the concentration of a chemical in chemistry, for example. Pupils at this school will have the numeracy skills necessary to flourish in their learning across the curriculum and beyond. On the rare occasion that a concern is raised regarding an individual pupil's numeracy skills, this will be first addressed through the department's curriculum, Teaching & Learning strategies, and intervention approaches. It will also be reported through the SEND department's Referral Form to assess for and address any possible wider issues

ICT / Computer Science skills & e-safety at QMGs:

The full e-safety policy can be found under "Policies" on our website.

The broad curriculum at QMGs will develop in our learners the IT skills required for to be confident proficient users of technology that they need for further study and the world of work in the 21st century. Teachers will guide their students to explore, think and learn for themselves within the context of an ever-changing IT world where information and knowledge is growing exponentially. Our staff will be provided with high-quality, relevant training to use appropriate IT resources effectively as powerful tools for teaching & learning. All subjects, but especially the ICT/Computer Science department, will provide opportunities for our students to:

- Search for relevant information and knowledge
- Assess the validity, reliability and bias of that information
- Evaluate material
- Problem-solve to find solutions logically
- Synthesise information
- Create and develop their own material
- Enable them to stay safe online
- Adapt to and embrace a constantly changing technological world

Personal Development & the Spiritual, Moral, Social and Cultural Curriculum:

The curriculum will promote the personal development & the spiritual, moral, social and cultural (SMSC) development of pupils, fostering a sense of empathy, identity and place within the broad range of cultural contexts represented by members of our community. It will encourage pupil engagement in a wide range of co-curricular and enrichment opportunities and the broadening of subject-specific knowledge and skills beyond the classroom, forming responsible citizens ready to take up their places in the wider community, nationally and internationally. Underpinning this school's approach are our CREDIT Values:

- Courage – facing new challenges with determination & resilience
- Respect – for yourself & tolerance of others
- Equality – opportunities for all, whilst recognising & celebrating diversity
- Discipline – developing personal responsibility
- Integrity – to be honest, sincere, reliable & selfless
- Teamwork – stronger together

Appendix 1a-c give further information about the curriculum and timetable at Queen Mary's

Section 2: Teaching & Learning

Principles

The School aims to instil a love of learning that will last a lifetime.

We recognise both the extensive learning that takes place in the classroom, **at home**, and the opportunities for learning that are offered by extra-curricular activities.

Outstanding attitude to learning is exemplified by CREDIT and when students;

- **Give 100% to the teacher and the task whilst remaining focused and motivated**
- **Face academic challenges with determination and resilience, actively engaging with the teacher and peers**
- **Show discipline and integrity in learning, using feedback from the teacher and peers to improve work**

This policy details ways in which the School aims to create such a learning environment.

Effective Learning:

where learning is effective, students ...

- take an active interest in their studies and show a positive attitude to their studies through a high level of concentration and **participation in lessons through discussion**.
- work independently or collaboratively as appropriate and encourage others through thoughtful behaviour
- take responsibility for their own learning and, increasingly as they move up the school, undertake independent research, meet deadlines and care about the presentation of their work
- communicate their ideas to others, offering comment and explanation
- acquire knowledge, develop understanding, practice skills (including literacy and numeracy) and apply them in unfamiliar contexts, making connections with other work and subjects
- **Engage with a range of feedback including self assessment.**
- **Identify gaps in knowledge and skills and seek to rectify those gaps.**

Effective teaching:

where teaching is effective, teachers ...

- **Are experts with deep knowledge of both their subject, and subject specific pedagogy. They show enthusiasm and passion for the subject they are teaching**
- Ensure that all pupils are familiar with the demands of the course (the big picture) and are involved in each lesson.
- Adhere to department curricula, including medium term planning.
- Make appropriate use of a blended learning approach utilising IT and educational technology– specifically MS Teams.
- **Create strong and embedded structures and routines which are rooted in high expectations for all pupils.**
- **Use high quality teacher instruction**, using clear modelling, asking challenging and open questions, and fading instruction to give pupils opportunity for independent practice.
- Taking into account **cognitive load** so that learning follows a logical order and relevant prior knowledge is activated.
- Build an environment of **inclusivity** where there are positive relationships with students, questioning involves all, and the curriculum is accessible for all.
- **Retrieval practice** is commonplace and well planned, so that pupils are forced to think and recall information from previous learning

The School will seek to ensure that these principles are implemented in the practice of the school by:

- **Effective study habits and learning is shared with pupils in both lessons, form time and assemblies.**
- **Communicating the policy regularly with staff through evidence informed CPD, and with heads of dept. in Curriculum Group meetings**
- Highlighting key features (as appropriate) in the annual **School Improvement Plan**
- Incorporating key features of the QMGs Teaching and Learning Framework **into subject specific pedagogy.**
- Observation of staff through the SLT led lesson observations, carried out with Heads of Department and through short visits to lessons during 'drop in days', and promoting peer review and lesson visits
- CPD based on evidence informed pedagogy

Appendix 2 contains the Teaching & Learning Framework

Section 3: Assessment and Feedback

Principles of Assessment:

Queen Mary's Grammar School subscribes to the principles set out in the resource guide published by Evidence Based Education: *The Four Pillars of Assessment*. Research shows that the four pillars of effective assessment are:

- **Purpose** - Assessments used to generate information on which decisions are made about student learning need to provide high-quality information fit for the purposes intended
- **Validity** - The ability of the assessment to test what it intends to measure and to provide information which is both valuable and appropriate for the intended purpose
- **Reliability** – The accuracy and consistency of assessments over time and context.
- **Value** – Time and effort is extremely valuable. The time spent by teachers and students on any assessment should be worth the effort. How much value does any assessment activity, including marking, add to the learning process compared with other educational activities?

Subject staff will know that all assessment is robust and purposeful by asking the following important questions:

1. **The construct:** What is the specific knowledge, skill or understanding (drawn from the curriculum) that we intend to assess?
2. **The end use:** What do we want to do - the interpretation, the decision or action - with the information generated by the assessment process?
3. **The best tool:** What and when is the most appropriate, effective and efficient way to assess in this instance?

Curriculum pathways and medium-term plans will embed these principles of effective assessment.

Principles of Feedback:

Our principles of feedback are informed by the research findings of the Education Endowment Foundation:

1. **Laying the foundations** - Before providing feedback, teachers will provide high quality instruction, including the use of formative assessment strategies. Formative assessment strategies will set learning intentions and to assess learning gaps, including threshold concepts.
2. **Timely feedback to move learning forward** – Subject specialists will use professional judgement to evaluate whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback will focus on moving learning forward, targeting specific learning gaps. High quality feedback may focus on the task, subject, and self-regulation strategies. Feedback will avoid a focus on a learner's personal characteristics, vague or general remarks.
3. **Plan for how feedback will be received and used** – Specific subjects will plan for how students will receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers will, therefore, implement strategies that encourage learners to welcome feedback, and will monitor whether pupils are using it. Teachers will also provide opportunities for pupils to use feedback.
4. **Time-efficient and purposeful written feedback, where appropriate** – The school recognises that written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. Written feedback in all its forms should always be balanced against the significant impact that it can have upon teacher workload. Leaders will monitor the impact of written feedback against learning progress and workload considerations.
5. **Purposeful verbal feedback** – The school recognises that verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. All forms of high-quality feedback are available to subject specialists.

While continuous formative assessment is highly-valued at Queen Mary's, one formal, summative assessment will be conducted per class, per half term. Reasonable exceptions to this approach will be clearly stated in individual departmental planning documents.

Ongoing professional development opportunities will be provided to all staff to ensure that the principles, methods and implementation of effective assessment and feedback are developed and embedded.

Appendix 3a-e contains more detail on the implementation of this policy

Section 4: Homework

Principles:

Queen Mary's Grammar School believes that homework has a positive impact upon student learning by enabling them to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. Homework should not prevent students from participating in activities after school such as sport, music or clubs of any kind. When setting homework, teachers will always consider the following, in line with the Education Endowment Foundation's recommendations:

- Prioritising the quality of homework over the quantity.
- Using well-designed tasks that are linked to classroom learning – preparing for future lessons or consolidating and reinforcing prior learning.
- Clearly setting out the aims of homework to pupils.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies to encourage confidence and self-discipline.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact of homework on pupil engagement, progress and attainment.
- Avoiding using homework as a penalty for poor performance.

The amount of homework:

The school does not have a fixed homework timetable for each year group. All students will be given no less than two working days to complete the work set. At Key Stage 3, each subject should set a maximum of one hour per fortnight. Key Stage 4 students will be set between an hour and an hour and a half per subject, per-week. Students will need to learn to manage their time so that they do some homework each evening. Students in Years 12 and 13 are expected to devote approximately five hours per week outside lessons to each subject. As per the home-school agreement, students may seek to do part of this commitment during Supervised Private Study periods. This will mean, in practice, a student will receive one or two pieces per evening. This allows for longer projects to be set and to de-clutter the arrangements. At GCSE and A Level, some subjects also require ongoing coursework which need to be added to the usual homework arrangements.

The importance of reading regularly for pleasure, as well as part of a student's literacy education should also be emphasised. The benefits of reading widely extend across the entire curriculum and are proven to improve outcomes and enhance personal development and growth, so this is in addition to regular homework. Pupils' reading choices will be supported by reading recommendations from their teachers and the Library. A booklet has been produced for KS3 students to extend their learning and to provide extension activities. This can be found on the school's website, under curriculum: https://qmgs.walsall.sch.uk/wp-content/uploads/2022/11/2022-23_curriculum_ks3_homework_extension_activities.pdf. A Key Stage 4 Wider Reading list containing suggestions per subject is also available from the school library and online at: http://qmgs.walsall.sch.uk/wp-content/uploads/2019/02/2019_ks4_reading_list.pdf. Students are encouraged in addition, to read as widely as possible beyond their chosen subject curriculums.

It is important that students should have frequent and increasing opportunities to develop and consolidate their competencies as independent learners. Part of this process is to make good use of the growing range of high-quality, free online resources available to all (see appendix 4a).

Blended Learning:

QMGS has adopted Microsoft Teams as the online learning platform for the delivery of remote education and homework. This has allowed for online learning to take place beyond the classroom. MS Teams has enabled teachers to set homework in the form of student "Assignments". Departments may require students to complete work directly on MS Teams; or in another form and upload it to MS Teams; or through signposting to other online or physical resources. However each department views the mode of homework-setting, **the central record of all homework will be held on MS Teams**. Parents will be provided with a weekly digest of assignments set and will therefore be able to check on the timely completion of tasks. All parents are encouraged to familiarise themselves with their child's Teams area, where they will find resources and tasks related to learning in all subjects. More information regarding the implementation of this homework policy is included in Appendix 4a.

The school will run a "Homework Club" in the library after school every Monday-Thursday in support of this policy.

Section 5 Legislative Compliance and Responsibilities:

The Equality Act 2010:

- This policy and its implementation ensures compliance with the Equality Act 2010 by ensuring that no student or potential student is discriminated against or excluded from accessing any aspect of the curriculum or extra and co-curricular opportunity, or any benefit, facility or support outlined above.
- The ethos of the curriculum at Queen Mary's Grammar School is to provide the best educational opportunities for all. Students will engage with a full range of issues, ideas and materials in the curriculum, and they will be exposed to thoughts and ideas of all kinds, however challenging, which reflect the diverse identities, cultures and individual backgrounds that make up the wider Queen Mary's community. The curriculum is designed to recognise our wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.
- Implementation of this policy will ensure that the way in which issues are delivered does not subject individual pupils to discrimination.

Political Impartiality in Schools (2022 guidance):

- Teaching about political issues, the different views people have, and the ways pupils can engage in our democratic society is an essential part of a broad and balanced curriculum at Queen Mary's Grammar School.
- We will support pupils to become active citizens who can form their own views, whilst having an understanding and respect for legitimate differences of opinion.
- the promotion of partisan political views is prohibited
- the presentation of opposing views on political issues, when they are brought to the attention of pupils, will be balanced

Special Educational Needs and Disability (SEND) Regulations 2014:

- The implementation of this policy ensures that all students have access to education that is appropriate to individual students' needs, promotes high standards and the fulfilment of potential.
- All students will be provided with equal opportunities to: achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further or higher education or training.
- In ensuring equal opportunity to access the curriculum, the Special Educational Needs of all students will be identified and addressed. We will use our best endeavours to make sure that any student with SEND gets the support they need and can engage in all learning activities and the full range enrichment opportunities offered by the school alongside pupils without SEND.
- All reasonable adjustments will be made to prevent any student being put at a substantial disadvantage – this needs to be anticipatory and we will give thought in advance to what all students might require to remove potential barriers to learning.
- We will actively involve parents and the student throughout the process, when making special educational provision for that student
- In implementing and going beyond The National Curriculum, teachers at Queen Mary's Grammar School will set high expectations for every student, whatever their prior attainment. They will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Medium-Term Plans and individual lessons will be planned to address potential areas of difficulty and to remove barriers to student achievement. It is always the intent that such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.
- In line with the QMGs Teaching & Learning Framework, we believe that "What is good for SEND students is good for all".

Responsibilities

The Local Governing Board will annually review the effectiveness of this policy to meet the evolving needs of our students in light of relevant educational recommendations, guidance and the latest research.

The members of SLT responsible for this policy are:

Mr M. E. Lax - Deputy Head (Curriculum)

Mr A. G. Kolaric – Assistant Head (Teaching & Learning)

Appendix 1a – The Curriculum

The Timetable:

- The school operates a two-week timetable. Each week comprises of 30 periods. There are six periods per day, each of which lasts for 50 minutes. This allows time for developed and rigorous learning.
- Daily form periods or assemblies constitute an important part of the broader ethos of the curriculum at Queen Mary's. Students and staff are offered the opportunity to engage with and reflect upon a wide range of topics and issues that contribute towards the SMSC curriculum and are integral to their personal development.
- A Tutor Time curriculum is in place, which covers careers, first aid, food and nutrition, amongst others

Key Stage 3:

- Students in Years 7-9 broadly follow a three-year programme at KS3 that delivers and goes beyond the National Curriculum across the subject areas.
- The curriculum model can be seen in Appendix 1.
- All students sit base-line tests in literacy and numeracy at the start of Year 7, as well as an externally-benchmarked online assessment, MIDYIS, which is set by CEM. Additional support is provided where necessary,
- All subjects are taught in mixed ability groups.
- Year 7 students follow a Science curriculum in the first year. This is then separated out into the distinct science subjects of Biology, Chemistry and Physics in Year 8, but maintaining cross-science knowledge and skills. Some appropriate GCSE topics are started in Year 9 in order to stretch and challenge our academically-able scientists.
- Our broad and balanced Key Stage 3 curriculum provides the opportunity for our Key Stage 3 pupils to study the following subjects throughout: Design & Technology, Art, ICT / Computer Science, Geography, History, PE and swimming, RPE, Music, PSHE and Games. All students learn to play either a woodwind or brass musical instrument in Year 7 and many continue with these into Year 8 and beyond.
- All students study either French or Spanish in Year 7 as well as Mandarin. At the end of Year 7, students choose to study either Mandarin through a 'fast-track' MEP or a conventional GCSE route, or a European Modern Foreign Language (French or Spanish), which they will then take from Year 8 through to GCSE in Y11.
- The MEP Mandarin group studies the subject for two hours a week after school and on six Saturdays through the school year. Opting for this MEP route is a considerable commitment, as it is part of an intensive language programme supported by University College London's Institute of Education. We are proud to provide curricular and teaching & learning support for other local schools as a lead 'hub school' for this programme.
- PSHE is timetabled in one period per fortnight and is supplemented through Form Periods and cross-curricular programmes of study, particularly in RPE.
- A significant number of students join the Combined Cadet Force at the first opportunity in Year 9, along with an extensive range of other extra-curricular opportunities available to all Key Stage 3 students, including: music performances, drama, sport, House competitions, a variety of trips. We are also very proud that all our Year 7 students spend a week in the Summer term at our Welsh Activity Centre, Farchynys.

Key Stage 4:

- All students study Maths, English Language, English Literature, Biology, Chemistry and Physics (as separate sciences) and RPE (which incorporates a compulsory GCSE in Religious Studies). Maths groups are setted, while all other subjects are taught as mixed ability form groups
- All students also study PSHE as a timetabled subject, along with compulsory PE and Games (which is timetabled for Year 11 alongside the Sixth Form games afternoon, every Wednesday and is labelled 'Senior Games'. All students have five hours of statutory PE/Games per fortnight, which is above the statutory expectation and a core part of our intent to encourage students to enjoy living healthy lifestyles, work collaboratively as part of a team and develop self-motivation and skills beyond the classroom.
- It is compulsory for every student to study one core language from French, Spanish or Mandarin.
- Students can choose any combination of a further three subjects at KS4 from Art, Business, Computer Science, Design & Technology, Geography, History, Music, PE, Psychology or Religious Studies (AS).
- Students must choose either or both of Geography or History in order to meet EBacc requirements. This freedom is to encourage students to choose subjects that they enjoy and will set them on their preferred chosen future pathway to higher study and career.
- All option subjects are taught in mixed ability groupings. Students and parents are supported through the options process via a programme involving the CEIAG (Careers Education, Information and Guidance) Lead, the Careers Advisor, Form Tutors, one to one conversations and information sessions/meetings and events, including Year 9 Parents' evening.
- Engagement with the Combined Cadet Force continues to be very strong in Year 10-11 students as they take an increasing role in the leadership of training and activities for the younger cadets. The wide range of extra and

co-curricular opportunities is complemented by the chance to take part in international trips and expeditions in Key Stage 4.

Key Stage 5:

- The school offers a traditional academic curriculum to its Sixth Form student body. Typically, all or nearly all, Year 11 boys will continue into the sixth form where they are joined by approximately 100 candidates (boys and girls) from other schools from across the midlands.
- All students choose three options from the following choices: Art, Design & Technology: Product Design, Economics, Business, Spanish, French, Geography, History, Mandarin, Music, Philosophy, Psychology, Computer Science, English Literature, English Language & Literature, Mathematics, Biology, Chemistry and Physics. Further Mathematics counts as a fourth option and must be taken alongside Mathematics.
- We are also pleased to be able to broaden our curriculum offering of A Level subjects to include those delivered by our partner schools in the Mercian Trust. Students opting for these courses will study two subjects at QMGS and the third at a partner school. They include: Ancient History, Drama & Theatre Studies, German, Music, Photography, Politics, Photography.
- At the end of the two-year programme students will sit exams in these A levels. All subjects are studied for 11 periods a fortnight.
- Also included as compulsory elements of the 6th form curriculum at Queen Mary's are a fortnightly PSHEE lesson and a carousel of Religious Studies lessons. Senior Games also appears on the timetable for all 6th form students.
- Students are also expected to follow another academic option. This may be Core Maths, the EPQ or a range of other courses which includes: Beginners or Advanced Mandarin (HSK2 / HSK3), a Personal Finance qualification accredited by the London Institute of Banking and Finance (LIBF), The Institute of Leadership and Management Leadership course, Core Maths, The 'CREST' Award in DT and Chemistry, Sports Leadership Award, Foreign Language Leaders Award and the Gold Arts Award. This offering is subject to change.
- We are also proud of the 'home-grown' extended curriculum opportunities that are offered alongside externally-assessed qualifications. Students can opt to participate in the personal development and leadership programme "Change Your Mind", whereby they work with primary schools to raise awareness of health, relationships and diversity.
- We will also expect students to take on an element of mentoring or volunteering during their time in the sixth form. This may be within the School (such as a STEM ambassador working with younger students) or with a range of our partners, including local charities.
- The final expectation is that students become involved with an extra-curricular activity in order to develop key employability skills, such as leadership, teamwork and organisation. This may be in the established activities (such as sport, CCF or on an international trip) or they could run an activity that, as yet, doesn't exist. The crucial aspect here is that we expect our sixth form students to become an integral part of our School community.
- The vast majority of our Sixth Form students go on to undergraduate study at university, with an increasing number exploring other post-18 routes through apprenticeships and overseas study. They are supported to make appropriate choices through an extensive programme of advice involving the CEIAG (Careers Education, Information and Guidance) Lead, the Careers Advisor, the Sixth Form pastoral team (including a specialist team of Group Tutors with specific experience and expertise in supporting UCAS applications) one to one conversations and information sessions/meetings and events, including a 'Futures' Evening', a Higher Education Fair (we regularly welcome 15-20 exhibitors to the school). Year 12 students also embark upon a Work Experience week in May/June each year.
- All Sixth Form students are invited to apply for a position as Captain of School, Head Girl, the Pupil Senior Leadership Team, or Silver and Bronze prefects. All students in these roles make a vital contribution to the pastoral care of other students; support the day-to-day running of the school; and support the logistical management of major school events, such as Speech Day and Open Evenings.

Appendix 1b

Personal Development & the Spiritual, Moral, Social, Cultural Curriculum at Queen Mary's Grammar School

- The development of pupils' SMSC is integral to learning. Learning respect of oneself and respect towards others creates a high standard of behaviour, fostering a more positive learning environment. In turn, a more positive learning environment allows students to achieve their full academic potential.
- The ability to empathise with others and also recognise right from wrong means a young adult is better equipped to become an active and dutiful citizen in society.
- Furthermore, Queen Mary's Grammar School prides itself on being a multi-cultural environment. In developing understanding of different cultures and beliefs, students appreciate each other more and therefore a more harmonious school community is created – one that students are proud to be part of. This cultural understanding and respect of the school community prepares students with vital understanding of the world around them, again equipping them for life beyond the school gates.
- SMSC development means that uniqueness can be celebrated; tolerance of others and appreciation of difference are encouraged throughout the school community.
- The School's **CREDIT Values** place great significance on the importance of empathy and the recognition and acceptance of difference:
 - **Courage** – facing new challenges with determination & resilience
 - **Respect** – for yourself & tolerance of others
 - **Equality** – opportunities for all, whilst recognising & celebrating diversity
 - **Discipline** – developing personal responsibility
 - **Integrity** – to be honest, sincere, reliable & selfless
 - **Teamwork** – stronger together
- The understanding of cultural and societal values will enrich understanding of our society. It also gives them a sense of responsibility and duty towards society.
- SMSC allows pupils to reflect upon their own beliefs, feeling and responses to experiences, thus enabling them to understand who they are as an individual.

Queen Mary's provides students with understanding of **Fundamental British Values**, in keeping with the November 2014 statement by the Department for Education. These include;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Implementation:

- Adopt an integrated approach to ensuring SMSC and Personal Development opportunities for all students through subject-specific curriculum design as well as extra-curricular activities.
- Ensure all staff are aware of the expectation placed upon them to uphold good values and positive behaviour as role models to the pupils.
- Inform all parents, pupils and anyone connected with the school of the importance placed on Personal Development and SMSC.
- To assure any interested party that social and moral issues are explored in a safe environment.

Monitoring and evaluation:

Provision for Personal Development & SMSC is monitored and reviewed on a regular basis:

- Annual SLT audit of Personal Development and SMSC through subject curricula and co-curricular activities
- Audit of key SMSC themes included in each Key Stage assembly
- Monitoring of PSHEE department's Medium Term Plans, along with opportunities in all other subjects
- Inclusion of SMSC in lesson observations, where appropriate and relevant
- SLT involvement in School Council and House System.
- Regular reviews of relevant policies including: Quality of Education, Anti-bullying, Behaviour, CEIAG, Equality, E-safety, Health & Safety, Radicalisation and Extremism Guidance for Schools, RSHE, Safeguarding
- All staff to give 5 Days extra-curricular time to enrichment opportunities available for students.
- Staff are expected to be role-models for students and thus have a code of conduct to adhere to.

Appendix 1c - Curriculum Model for Academic Year 2022-23:

Curriculum Model - Academic Year 2022-23							
	Key Stage 3			Key Stage 4		Key Stage 5	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	(6 forms)	(6 forms)	(6 forms)	(5 forms)	(5 forms)		
1	Maths	Maths	Maths	Maths (6 sets)	Maths (6 sets)	Block A (11)	Block A (11)
2						Art	Art
3						Biology	Biology
4						Business	Chemistry
5						Chemistry	DT
6						Computing	English L&L
7	7	7	7	7	7	Economics	Geography
8	English	English	English	English Lit	English Lit	English L&L	Physics
9						History	Psychology
10						Mathematics	
11							
12				5	5	PSHEE / S.Study	PSHEE / S. Study
13				English Lang	English Lang	Block B (11)	Block B (11)
14	7					Biology	Biology
15	Science	8	8			Chemistry	Chemistry
16		Biology	Biology			DT	Computing
17				5	5	Geography	Economics
18		3	3	Biology	Biology	Mathematics	English Literature
19		Chemistry	Chemistry			Philosophy	Geography
20	6					Physics	History
21	MFL	3	3				Physics
22		Physics	Physics	5	5		Psychology
23	Spanish (Q/R/S)			Chemistry	Chemistry		
24	French (X/Y/Z)	3	3			PSHEE / S. Study	PSHEE / S. Study
25	5	MFL	MFL			Block C (11)	Block C (11)
26	Mandarin					Biology	Biology
27		French x2	French x2	5	5	Chemistry	Business
28		Spanish x2	Spanish x2	Physics	Physics	Computing	Chemistry
29	4	Mandarin x2	Mandarin x2			DT	DT
30	Geography					Economics	History
31		7	7			English Literature	Mathematics
32		Geography	Geography	5	5	Further Maths	
33				RPE	RPE	Geography	
34	5			2		Physics	
35	History	4	4	MFL (5)		Psychology	
36		History	History	French x2	4	PSHEE / S. Study	PSHEE / S. Study
37				Spanish x2			
38				Mandarin x2	MFL (6)	Block D (11)	Block D (11)
39	5	4	4		French x2	Biology	Biology
40	ICT	ICT	ICT	Option A (5)	Spanish x2	Chemistry	Chemistry
41				Business	Mandarin x2	Economics	Economics
42	3	3		Computer Science		French	Mathematics
43	DT	DT	4	DT x2	Option A (6)	Further Maths	Physics
44		2	DT	Geography x2	Art, Businessx2	History	Philosophy
45	3	RPE		Option B (5)	Computer Science	Mandarin	Spanish
46	RPE			Art, Business	Geography	Physics	
47			RPE	Computer Science	History	Psychology	MAT Subjects
48	3	4	2	Geography, Music	PE	MAT Subjects	
49	Art	Art	Art	History, PE	Option B (6)	PSHEE / S. Study	PSHEE / S. Study
50	2	2	2	Option C (5)	Business	Block E (8)	Block E (8)
51	Music	Music	Music	Business, History	Computer Science	EPQ	Further Maths
52	2	2	2	Computer Science	DT	Add Academic	EPQ
53	PSHEE	PSHEE	PSHEE	DT, Geography	Geography x2	RS	Add. Academic
54	PE	PE	PE	Psychology	History, Music		
55	2	2	2	PSHEE	PSHEE		
56	Swimming	Swimming	Swimming	PE	PE		
57	Games	Games	Games	Games	Senior Games		
58	(7 sets)	(7 sets)	(7 sets)	(6 sets)			
59							
60	4	4	4	4			4



QMGS Teaching & Learning Framework

Structures and routines

1. Have you established high expectations?
2. What kinds of routines are in place?
3. Is the structure of your lesson clear and consistent?
4. How have you created a positive learning environment in your classroom?

High quality teacher instruction

1. How are you demonstrating your expert subject knowledge in the lesson?
2. Is your instruction/modelling clear and accurate?
3. Are you fading your instruction and giving opportunities for independent pupil practice?
4. What kinds of challenging and open questions are you utilising?

Cognitive load

1. Have you broken down content/tasks sufficiently for pupils?
2. Does the lesson follow a logical sequence to build on pupil knowledge?
3. Are the resources you use minimising cognitive load?
4. Has the lesson activated the relevant knowledge for pupils?

Inclusivity

1. How have you built up positive relationships with all pupils?
2. What kinds of questioning strategies have you used to involve all in your lesson?
3. Have you provided scaffolding/support for all to access the learning?
4. What intervention has been put in place?

Activation & Retrieval

of Prior Knowledge

1. Has the lesson activated the relevant knowledge for pupils?
2. Are opportunities built in for retrieval practice?
3. Are you introducing desirable difficulties to make pupils think and recall?

Appendix 3a: Implementation of the Assessment & Feedback Policy

Teachers
<ul style="list-style-type: none"> • We will be proportionate in assessment, feedback and reporting and will consider the educational benefits of high-quality assessment and feedback. This approach will be fair and manageable for staff, and meaningful and equitable for students. • The main focus will be on formative assessment and providing feedback to students. The purpose of this assessment will be to inform the development of future learning resources and curriculum pathways. The key guiding principle is that only assessment that is useful to students and their teachers should be undertaken. • Teachers will regularly set and offer feedback on work. Work will be checked to ensure that it has been completed to a satisfactory standard. One formal, summative assessment will be conducted per class, per half term. Reasonable exceptions to this approach will be clearly stated in individual departmental planning documents. in accordance with the department's planning. • The consistency and reliability of cohort-wide assessment is the responsibility of the Head of Department. Subject specialists have autonomy to devise approaches to assessment and feedback that are appropriate to the needs of the subject. Heads of Department work alongside SLT through "Book Looks" to monitor the effectiveness of assessment and feedback and to gain student voice on the topic. • Feedback will include positive statements about what has been achieved, constructive comments and suggested targets for improvement. Other modes of feedback such as colour-coding, symbols and common annotations are equally as valid. • Work will be returned to students in a timely manner to ensure that students can act on feedback • Teachers will encourage students to critically evaluate their own and others' work; opportunities for self and peer assessment will be included in Medium-Term Plans • Teachers may also make use of student self-marking tools for formative assessment, especially via online platforms such as MS Forms, Seneca, Quizlet etc, in order to complement teacher assessment. The School values these modes of assessment as low-stakes regular testing can embed learning over time. • Teachers will be aware of students' prior attainment and potential by noting their estimated grades using STAR, as well as any gaps in knowledge in skills from previous learning. • Teachers will award attainment grades three times per year for parental reports. These reports will include "Attitude to Learning" grades (See Appendix 3c). A minimum of one formally-assessed, summative piece of work will be used to form this grade.
Students
<ul style="list-style-type: none"> • Students will make every effort to act on feedback in order secure learning, whether it is provided individually, to the whole-class or in a peer-assessment activity, or delivered verbally, in writing, or via an online platform used by the teacher for feedback • Students should be actively aware of their STAR estimates and be clear about ways of improving their learning to be able to achieve their potential • Students will be involved in the assessment of their own, and their peers' work; they will have opportunities to write and talk about what they have done and how they can make further progress
Parents and Carers
<ul style="list-style-type: none"> • Parents and carers will receive communication about their child's attainment, progress and potential via calendared reports and parents' evenings • Parents and carers are positively encouraged to be involved in their child's education by attending parents' evenings and reading reports published via the SIMS Parent app, accessing their child's exercise books and MS Teams account, reading the weekly digest of MS Teams "assignments" and by contacting the relevant Year Tutor if they have any concerns. • Parents and carers should be actively aware of their child's learning and be engaged in discussion with them on ways to make further progress • If students or parents have any questions or concerns about arrangements for assessment, feedback, recording and reporting, they should contact, in the first instance: <ul style="list-style-type: none"> ○ The relevant Head of Year ○ The relevant Head of Department • If there is a need to escalate the question or concern then please contact either: <ul style="list-style-type: none"> ○ The SLT member with responsibility for teaching and learning, Mr A. G. Kolaric. ○ The SLT member with responsibility for curriculum, Mr M. E. Lax. • <i>Students and parents should also note that there is a separate policy regarding appeals against coursework marks that are deemed to be unfair. That policy deals with enquiries about external examination results.</i>

Appendix 3b – Estimated STAR grades and attainment grades

	Estimated STAR grades
<i>Key Stages 3/4 (Years 7-11)</i>	<ul style="list-style-type: none"> These are calculated using three separate pieces of data: <ol style="list-style-type: none"> Results from Key Stage 2 examinations taken in Year 6 (not available in Sep 2020 or Sep 2021) Midyis test results from Year 7 (used for Years 7-9), Yellis test results from Year 10 (used for Year 10 & 11) Predictive data from Fischer Family Trust (an educational charity) based on prior attainment Each of the above pieces of data assesses students' capabilities and generates predictions as to their likely performance at GCSE, assuming they continue to work at the same level, in the different subjects that they study. Our estimated grades are an average of the three pieces of data, where possible. These grades give an indication of the level that students should be working at in their various subjects. In Years 7-11 these estimates will be on the 9-1 scale, dependant on what the student would be awarded in that subject by the end of KS4 Attainment grades will provide an indication as to whether students are above their estimated grade, working at the correct level, or working below their estimated grade (under-achievement). The music department sets its own target grades, independently of STAR grades at Key Stage 3
	Attainment grades <ul style="list-style-type: none"> Summative attainment grades are collated at the end of the Autumn and Spring terms and are also used to indicate performance in the end of year examinations. The grades will be on the 9-1 scale, dependant on what the student would be awarded in that subject by the end of KS4 The top 20% of those being awarded a level 7 or above nationally will be awarded a level 9 Any grade below grade 6 is below what would be expected of a typical student in a grammar school Subject teachers should award the grade which, in their professional judgment, best reflects the likely outcome at GCSE if the student continues to work in the way that they have during the term in question. In awarding the grade, the teacher will bear in mind the performance of the department at GCSE over recent years: the number of each grade awarded across a cohort should be broadly in line with the actual results achieved at GCSE. The Year 7 and 8 end-of-year grades shall be made up from a series of formal assessments throughout the year, not from an end-of-year exam. Details of how these are made up should be found in each departmental Curriculum Pathway document It is the Head of Department's responsibility to moderate the award of grades so that there is consistency between the different members of the department.
<i>Key Stage 5 (Years 12/13)</i>	<ul style="list-style-type: none"> Estimated grades for sixth form students are worked out based on their average point score at GCSE using the ALIS system through CEM (Centre for Evaluation and Monitoring) These grades give an indication, based on national data, as to what grades students are most likely to achieve at A Level in each different subject area.
	<ul style="list-style-type: none"> The grades used follow the pattern of A Level: A*-U. Subject teachers should award the grade which, in their professional judgment, best reflects the likely outcome at A Level if the student continues to work in the way that they have during the term in question It is the Head of Department's responsibility to moderate the award of grades so that there is consistency between the different members of the department.



Attitude to Learning

C

R

E

D

I

T

Are you showing:

Respect & Equality
giving 100% to the teacher & the task whilst remaining focussed and motivated both inside and outside school?

Courage & Teamwork
facing academic challenges with determination and resilience, actively engaging well with the teacher and your peers?

Discipline & Integrity
in your learning, using the feedback your teacher and peers provide to improve your work?

Are you showing a love for learning and actively seeking to develop your own skills regularly?

Frequency	Grade
ALWAYS+ <small>+ regularly going above & beyond, showing a genuine interest in your learning</small>	A
ALWAYS	B
USUALLY	C
RARELY	D

Appendix 3d: Roles and responsibilities

Subject teacher	Award attainment and ATL grades according to the assessment and feedback policy and in line with department guidance. Meet stated deadlines.
Head of Department	Oversee and standardise the completion of Attainment & ATL grades within the department to deadlines; ensure continuity of approach in assessment contributing to those grades. Intervene on a department / teaching group level, post-grades, where appropriate and report on data and intervention to SLT line manager.
Pastoral Comment: FT /GT & HoY as arranged	Look closely at the cohort grades and intervene for those with significant under-achievement or ATL concerns. Celebrate high achievement. When writing pastoral reports, give an overview of the attainment & ATL grades related to STAR estimated grades. Reflect the contribution of the student to the form and in extracurricular activities, showing knowledge of the individual. Make the report unique. Report on cohort performance to SLT.
Deputy Head / Data Manager	Oversee the technical set up of SIMS and liaise with all staff in making improvements to the system. Troubleshoot issues related to pastoral report quality and monitor consistency of Attainment & ATL grades.
Headmaster	Ensure that all reports are portraying the ethos and aspirations of the school. Celebrate outstanding attainment, achievement or improvement in conjunction with HoY. Liaise with DH in relation to making amendments to the reporting system.

Appendix 3e - The reporting year 2022-23 at a glance:

(This is subject to change. Please also see the school's live calendar on the website)

The reporting year 2022-23:

The Reporting Calendar 2022-23:						
Year group	Parents' evening	Attainment and ATL grades to AJ	Att and ATL grades issued	Pastoral Reports Due to HM	Written Pastoral Reports Issued	Other
7	9 Mar 2023	21 Nov 2022	2 Dec 2022	N/A	N/A	Parent Information Evening 7 Sep 2022
		20 Mar 2023	30 Mar 2023	N/A	N/A	
		26 Jun 2023	N/A	5 Jul 2023	14 Jul 2023	
8	23 Mar 2023	28 Nov 2022	N/A	7 Dec 2022	16 Dec 2022	
		20 Mar 2023	30 Mar 2023	N/A	N/A	
		3 Jul 2023	14 Jul 2023	N/A	N/A	
9	16 Feb 2023	5 Dec 2022	16 Dec 2022	N/A	N/A	Exams 5-9 Jun 2023
		20 Mar 2023	30 Mar 2023	N/A	N/A	
		26 Jun 2023	N/A	5 Jul 2023	14 Jul 2023	
10	19 Jan 2023	5 Dec 2022	16 Dec 2022	N/A	N/A	Parent Information Evening 15 Sep 2022
		20 Mar 2023	30 Mar 2023	N/A	N/A	Exams 8-12 May 2023
		5 Jun 2023	N/A	14 Jun 2023	23 Jun 2023	
11	6 Oct 2022	7 Dec 2022 mocks	16 Dec 2022	N/A	N/A	Mock Exams 14-23 Nov 2022
		13 Mar 2023	N/A	22 Mar 2023	30 Mar 2023	Academic Reviews 9-17 Jan 2023
12	1 Dec 2022	15 Nov 2022	24 Nov 2022	N/A	N/A	Parent Information Evening 13 Sep 2022
		6 Mar 2023	N/A	15 Mar 2023	24 Mar 2023	Futures Evening 2 Feb 2023
		12 Jun 2023	21 Jun 2023	N/A	N/A	Exams 8-19 May 2023
						Y12 Results Day 21 Jun 2023
						Y12 UCAS Day 30 Jun 2023
13	13 Oct 2022	5 Dec 2022	16 Dec 2022	N/A	N/A	Mock Exams 4-13 Jan 2023
		30 Jan 2023 mocks	N/A	9 Feb 2023	17 Feb 2023	

Appendix 4a

Homework extension activities:

A booklet has been produced for KS3 students to extend their learning and to provide extension activities. This can be found on the school's website, under "Curriculum" at: https://qmgs.walsall.sch.uk/wp-content/uploads/2022/11/2022-23_curriculum_ks3_homework_extension_activities.pdf

A Key Stage 4 Wider Reading list containing suggestions per subject is also available from the school library and online at: http://qmgs.walsall.sch.uk/wp-content/uploads/2019/02/2019_ks4_reading_list.pdf

It is important that students should have frequent and increasing opportunities to develop and consolidate their competencies as independent learners. Part of this process is to make good use of the growing range of high-quality, free online resources available to all.

Curriculum & subject-based learning and revision:

<https://www.senecalearning.com/>
<https://www.bbc.co.uk/bitesize>
<https://www.khanacademy.org/>
<https://www.kerboodle.com/users/login>
<https://www.drfrostmaths.com/>
<https://integralmaths.org/>
<https://www.youtube.com/c/freesciencelessons>
<https://www.youtube.com/user/mrbruff>
<https://www.sparknotes.com/>
<https://quizlet.com/en-gb>
<https://getrevising.co.uk/>
<https://www.s-cool.co.uk/>

Wider study and extended learning:

<https://www.ted.com/talks>
<https://oxplore.org/>
<https://www.futurelearn.com/>
<https://www.coursera.org/>
<https://www.nationalgeographic.com/>
<https://www.newscientist.com/>
<https://www.bl.uk/> (The British Library)
<https://www.lib.cam.ac.uk/>
<https://www.bodleian.ox.ac.uk/home>

Mrs Walker (Librarian) will always be able to recommend fiction or non-fiction books for wider reading. Students are able to access the school library during most breaks and lunchtimes.

Appendix 4b

Implementation of the Homework policy:

School's responsibilities

The subject teacher is responsible for setting appropriate homework on MS Teams and monitoring the satisfactory completion of assignments in a timely manner. All homework should be set to ensure that there are no less than two working days in which to complete it. This allows students to plan their time, participate in out of school activities if they wish, and still be able to do their homework. Heads of Department are responsible for ensuring that all teachers in their department are regularly setting appropriate homework.

Students' responsibilities

- Students should ensure that they have access to their school MS Teams account, where all homework will be set. If they have a problem accessing Teams, they should inform a member of staff as soon as possible
- Students should regularly check and monitor all of the homework set and deadlines on MS Teams including research, revision and reading tasks, even if they have written it in detail in their exercise book.
- Students need to accept that deadlines must be adhered to.
- If students are absent, they need to find out what work has been missed and catch up.
- Problems with homework should be resolved before the deadline. If necessary, students should see the member of staff concerned for help.
- Students should always take a pride in doing their best.

Parents'/Carers' role in homework

- All parents are encouraged to familiarise themselves with their child's Teams area.
- Parents/carers should support students with their homework but accept that their role should become less important as students become more responsible and independent.
- Parents/carers should try and provide a reasonable place where students can work or encourage them to make use of the school's facilities.
- Parents/carers should encourage students to meet homework deadlines.
- If parents/carers feel that insufficient or too much homework is being set, they should contact the Head of Year who will investigate the situation, or comment on the parent questionnaire at parents' evening.
- Parents/carers should make it clear to students that they value homework and support the school in explaining how it can help them to progress.
- Parents/carers should encourage students and praise them when homework is completed.
- Parents are strongly encouraged to download and engage with their child's academic, attendance and behaviour data contained within Parent App.

In pursuit of this Policy, the School aims to provide:

- An after school homework club on Monday – Thursday each week from 3.40pm-4.40pm where students can complete homework before leaving school and access help with homework, should it be required. Parents can book places through the ParentMail website
- A structure which monitors, encourages and seeks to improve systematic and consistent academic work
- Recognised mechanisms whereby pupils and their parents can bring difficulties and problems, regarding homework academic and otherwise, to the School's attention, for confidential discussion and advice, including consideration as a specific SEND
- Opportunities for pupils to develop responsibilities by assisting others by peer mentoring homework
- Technological solutions for those families experience financial difficulties, wherever possible

The School will endeavour to implement these Aims as follows:

Form Tutors will:

- check on a weekly basis the homework set and completed verifying they have seen and checked the work
- monitor and record use of Teams on a termly basis for Heads of Year
- Monitor SIMS for the accrual of behaviour points by individual pupils

Heads of Year will:

- Arrange for pupils to be placed on Work or Behaviour Watch, as a result of poor performance regarding homework and informs parents
- Monitor SIMS for the accrual of behaviour points by individual pupils
- Bring to the attention of the Relevant Heads of Department and the Assistant Head (Mr T. Brown) any concerns with pupils who persistently fail to complete homework, or meet deadlines during the weekly meeting.
- Arrange Year meetings with Form Tutors and check students are accessing Teams, utilising the skills of the form prefect to assist with the task.
- Support subject teachers who are experiencing difficulties obtaining homework from difficult pupils.
- Ensure all information is placed in pupils' files and recorded in SIMS and/or CPOMS
- Keep parents aware of any issues regarding homework for individuals
- Monitor subject areas failing to set appropriate levels or quantities of Homework.

Sixth form mentors are available to assist pupils by arrangement with Heads of Year

Non-completion of homework

When homework has not been done, appropriate action will be taken by the department. This will be recorded on SIMS as a behaviour point and could include a break-time, lunchtime or an after-school detention, or even a Saturday Detention if time is required to catch up. Parents/carers should, where possible, receive twenty-four hours' notice in writing of the school detention so they can make arrangements for their child to get home safely. The after-school detention will last no longer than 50 minutes, with Saturday Morning detentions lasting 3 hours.

Positive Reinforcement:

- Achievement Points will be awarded for a wide variety of attainment and Attitude to Learning reasons, including outstanding homework
- Behaviours related to homework that clearly demonstrate aspects of our CREDIT values will be celebrated in other ways, which may include:
 - Whole-school, Key Stage and Year Assemblies
 - Recognition in whole-school publications including, The QM Observer, the school website, the school's Twitter feed
 - Praise Postcards
 - Praise Breakfasts with the Headmaster