

Policy	Curriculum, Teaching & Learning		
Reviewer	Mr Patrick Crossley, Assistant Head Academic		
Reviewed	5 February 2021	Next review	Spring Term 2022

Relevant SoJ information: [Understanding the Jersey Curriculum](#)

Victoria College provides a rich, diverse and exciting experience for pupils of all backgrounds, enabling them to flourish and make the very most of themselves.

The major aim of the curriculum is to support the main purpose of the school to create well rounded, resilient young men who have the skills, attitudes and values to be able to achieve their full potential in their chosen careers and who make a positive contribution to society.

- To nurture a positive and passionate approach to learning
- To create academic and co-curricular opportunities for all students to fulfil their highest potential.

Victoria College offers a broad, balanced, relevant, differentiated and inclusive curriculum to all students. In Years 7- 9 the curriculum conforms to the Jersey Curriculum programmes of study and all other statutory requirements. Following this, students are guided formally towards a personalised curriculum which meets their individual needs and aspirations. All students are expected to continue their study of a Modern Foreign Language and Religious Studies to GCSE level.

Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class. Students are provided with opportunities to extend their skills and talents, which includes the provision of extension opportunities for more able and talented students, as well as intervention and support provision as required.

The school holds separate policies for identifying and supporting students with Special Educational Needs, as well as for the Aspirational Learners Programme (sometimes called Gifted and Talented in other schools).

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Key Responsibilities

- The Head is responsible for monitoring the implementation the school curriculum and overseeing the work of the Senior Academic Team.
- The Senior Academic Team is comprised of
 - Assistant Head Academic
 - Senior Teacher: Teaching & Learning
 - Senior Teacher: Staff Development
 - Senior Teacher: Operations & Staffing
 - Special Educational Needs Coordinator
- The Senior Academic Team ensures that all classes are taught the requirements of the courses and ensures that lessons have appropriate learning objectives.
- The Senior Academic Team, determines, supports, monitors and reviews the school policies and practices on teaching and learning, which support the whole-school policy on Curriculum, Teaching and Learning.
- Heads of Department monitor the way their subject/s is/are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. They provide strategic lead and direction; support and offer advice to colleagues; monitor pupil progress in specific subject area or activities; provide efficient resource management; and oversee subject- and/or faculty-level data collection and tracking.

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The School Curriculum in Jersey

Every school must offer a curriculum which is balanced and broadly based, and which:

- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture
- ensures that children and young people cannot only achieve recognised qualifications but also understand and learn from Jersey's culture and benefit from avocational programme aligned to the Island's economy and economic needs
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Victoria College curriculum comprises all learning and other experiences that each school plans for its pupils. The Jersey curriculum forms one part of the school curriculum. All schools are also required to make provision for an act of collective worship of broadly Christian nature on at least one school day in each week during the school term and must teach religious education to pupils at every Key Stage, and sex and relationship education to pupils in secondary education. The structure of the Jersey curriculum, in terms of which subjects are compulsory at each Key Stage, is set out in the table below:

			Key Stage 3	Key Stage 4
Year Groups	1 – 2	3 – 6	7 – 9	10 – 11
Pupils' Ages:	5 – 7	7 – 11	11 – 14	14 – 16
Art and Design	√	√	√	*
Computing	√	√	√	√
Design and Technology	√	√	√	*
Drama			√	*
English	√	√	√	√
Geography	√	√	√	*
History	√	√	√	*
Languages	√	√	√	*
Mathematics	√	√	√	√
Music	√	√	√	*
PE	√	√	√	√
Science	√	√	√	√
PSHE	√	√	√	√
Careers	√	√	√	√
Religious Education**	√	√	√	√
*Whilst these subjects are not compulsory at Key Stage 4, they must be offered within option choices				
**R.E. is a compulsory subject under the Education Law, distinct from the Jersey Curriculum				

VICTORIA COLLEGE'S APPROACH TO TEACHING

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At Victoria College the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as feedback and assessment. It also includes support and intervention strategies.

Through our teaching we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Foster pupils' self-esteem and help them build positive relationships with other people
- Develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people e) Cater for the needs of individual pupils
- f) Personalise learning
- g) Enable pupils to understand their community and help them feel valued as part of this community
- h) Help pupils grow into reliable, independent and positive citizens
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil.

Please see Appendices A (Strategies for and Guidance on Effective Teaching & Learning), B (Homework Policy)

Teachers at Victoria College are follow the [Teacher Standards](#), as set out by The Education (School Teachers' Appraisal) (England) Regulations 2012.

These state;

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge

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- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
 5. Adapt teaching to respond to the strengths and needs of all pupils
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 6. Make accurate and productive use of assessment
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 7. Manage behaviour effectively to ensure a good and safe learning environment
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
 8. Fulfil wider professional responsibilities
 - make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

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- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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All teachers at Victoria College are aware of, strive to achieve and regularly reflect on how best to achieve “outstanding teaching”. This is defined by the descriptors from the Jersey School’s Review Framework (JSRF).

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable almost all to catch up.
- Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what they can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Any teaching assistants are deployed highly effectively and contribute strongly to pupils’ outstanding progress.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning. As a result, pupils make outstanding progress in lessons and over time.
- Pupils love the challenge of learning and show resilience in the face of difficulties. They are curious and interested. They seek out and use new information to develop and deepen knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Teaching of pupils with the most complex special educational needs shows exceptional skill in assessing and planning small and appropriate steps and ensuring the best-possible progress is made.

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Evaluating the Curriculum, Teaching & Learning

At the end of each academic year, the Senior Academic Team meet to plan for the following year. At this meeting, they draw on a range of evidence (for example lesson observations, learning walks, student surveys and assessment data) to outline areas for development the following year. This informs Departmental planning, as well as INSET and Twilight programmes for the following year.

There is an annual Departmental Review meeting in the first half term, whereby the Headmaster and Assistant Head Academic meet with each Head of Department and Line Manager to review the previous year, plan for the year ahead and evaluate their Department against the JSRF descriptors for outstanding effectiveness of teaching. Following this meeting, each department produces their own development plan based on the school's areas of focus as well as any department specific areas.

Heads of Department meet frequently with their Senior Teacher line managers, to discuss issues relating to teaching and learning, and other matters as they arise. There is also a mid-year Departmental review to check progress against the development plan.

The JSRF descriptors are the basis for informal learning walks, as well as formal lesson observations.

INCLUSION

Setting Suitable Challenges

Teachers set high expectations for every pupil. They must plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers must use appropriate assessment to set targets which are deliberately ambitious.

Responding to Pupils' Needs and Overcoming Potential Barriers for Individuals and Groups of Pupils

Teachers must take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons are to be planned to ensure that there are no barriers to every pupil achieving.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

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LEARNING SUPPORT

Learning Difficulties and Disabilities, Special Educational Needs and Aspirational Learners

New pupils are monitored and may be assessed for learning difficulties and disabilities during the first half term after their entry to the school along with information from the pupil's previous school. Tests help highlight those pupils who are able, gifted and/or talented and those who have specific learning difficulties and these are further identified by teachers. Any teacher can recommend a pupil for assessment by the Study Centre Team who will determine future recommendations for the future, either additional support, access arrangements or ongoing monitoring.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs will have their needs considered individually by the Head of Learning Support (ENCO). The curriculum provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed and may include such help as support within the classroom or an altered curriculum. Teaching staff are well informed and have up to date knowledge of effective learning and teaching strategies as advised by the Head of Learning Support who has regular input to whole school INSET. It is their responsibility to ensure that the needs of students identified to them are met. The most up to date information sits in a document on the Desktop, and is regularly updated by the SENDCo.

All students are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. However, the school runs an Aspirational Learners Programme that allows additional enrichment opportunities for every boy, with some boys explicitly invited. Individual subject initiatives such as the STEM Club, the Huelin Public Speaking Competition and Maths Challenge amongst many others provide enrichment opportunities for HLP students to thrive.

Please refer to the separate SEND and Aspirational Learners Programme policy for further information.

Numeracy and Mathematics

Teachers are to encourage pupils to apply their mathematical skills in a range of subjects to help them to develop mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the Jersey curriculum.

Teachers are to develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils will be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work makes sense. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They will be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Language and Literacy

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Teachers will develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

Pupils will be taught to speak clearly and to convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

They will be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

Teachers will develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Victoria College will do everything to promote wider reading, including providing library facilities and setting ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will, therefore, develop vocabulary actively, building systematically on pupils' current knowledge. They will increase pupils' store of words in general; simultaneously, they will also make links between known and new vocabulary and discuss the layers of meaning in similar words. In this way, pupils can expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils will be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

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PSHE

The Personal, Social, Health and Economic Education programme at Victoria College works to develop an understanding of responsibility, working with others, self-esteem, and an understanding of local and global issues. It is taught within the Tutor Time programme in Years 10-13, and in formal taught lessons (one per week) in Years 7-9. The subject is overseen by a discrete Head of Department who is directly responsible for monitoring its implementation.

Careers

Careers and Further Education Careers guidance will be provided by the Head of Careers. The States of Jersey also offers centralised careers advice. The co-ordinators provide support and advice as well as organising additional visits, such as lecture lunches, by outside agencies, speakers and advisers.

There is a rigorous process of university advice and support for applications, including mentoring and extended projects, which is organised by the HE coordinator, the Head of Sixth Form and his Deputy.

Please refer to the separate Careers and Higher Education policy for further information.

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PROVISION

The school follows a 25 period week with lesson times of 60 minutes. PSHE and Careers are delivered during two 30 minute tutor time slots to all year groups 7-11.

During Years 7-9 all students study the same subjects as required by the Jersey Curriculum.

Year 7

- Year 7 are taught in mixed ability forms for all subjects except Mathematics and French;
- Design & Technology is taught in smaller, mixed ability groups
- Literacy is taught as a separate subject.

Year 8

- Year 8 are taught in mixed ability class groups for all subjects except Mathematics, Science and French;
- Design & Technology is taught in smaller, mixed ability groups
- Spanish is introduced as a second language.

Year 9

- Year 9 are taught in mixed ability class groups for all subjects except Mathematics, Science and French.

Year 10 and 11

All students will follow the core subjects of English, Maths and PE. All students are expected to continue their study of a Modern Foreign Language and Religious Studies to GCSE level. Students are expected to study at least two Science subjects. They may also choose three other GCSE subject choices.

Year 12 and 13

Students are offered a range of A level courses either in Victoria College or with our consortium partners. Students will normally commence Sixth Form studying 3 A Level subjects (or their equivalents) over two years with the exams taken at the end of Y13. This is complimented by diverse enrichment options, a structured careers programme and support facilities. Victoria College does not offer AS level qualifications.

EXAMINATION ENTRY

It is Victoria College policy to enter all students for public examinations in the courses they have been following.

In exceptional circumstances, such as failure to complete a significant amount of coursework, the school may withdraw a student's entry for one or more examinations.

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CO CURRICULAR ACTIVITIES

The taught curriculum is just one element in the education of every child. There is time and space in the Victoria College school day and in each week, term and year to extend beyond the classroom. A wide variety of sporting, artistic and academic activities complement the school's formal curriculum and promote the development of pupils' knowledge, understanding and skills

MONITORING

Constituent elements of the Curriculum Policy Statement shall be monitored throughout the academic year in concurrence with the Academic School Development Plan. The Governing Body monitors all aspects of the curriculum primarily by analysis of curriculum reports and school performance data in the Teaching and Learning Subcommittee.

LINKS WITH OTHER RELEVANT DOCUMENTS

- School Prospectus;
- Post-16 Prospectus;
- Year 9 Options Booklet;
- Year 11 Options Booklet;
- SEND Policy;
- Years 7-11 Curriculum Overviews
- GCSE and A level subject videos..

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APPENDIX A – Strategies for and Guidance on Effective Teaching and Learning

In assessing the quality of the teaching in our school, we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- Extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- Enabling pupils to develop skills in reading, writing, communication and mathematics;
- Enthusiasing, engaging and motivating pupils to learn;
- Using assessment and feedback to support learning and to help pupils know how to improve their work; see separate Feedback Policy
- Differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- Enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves;
- Setting high expectations;
- Setting appropriate homework; see Appendix B
- Using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress; and
- Managing instances of poor or disruptive behaviour quickly and effectively.

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic). We must therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, in which they enjoy learning, and know that they will succeed because they know the challenge will have been set at the right level. All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with these principles.

We offer opportunities for pupils to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest; and
- Debates, role-plays and oral presentations.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them

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learn and what makes it difficult for them to learn. Assessment and feedback are an integral part of the teaching and learning process. For further details, please refer to the Feedback Policy. Informal formative assessment takes place continuously in the classroom and comprises of:

- Well understood learning objectives which are shared with the pupils;
- Plenaries being used as assessment opportunities;
- Effective teacher questioning;
- Observations of learning;
- Analysing and interpreting evidence of learning to inform future planning;
- Sensitive and positive feedback to pupils;
- Individual target setting; and
- Pupils understanding how well they are doing and how they can improve.

When teaching, we focus on motivating pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use individual subject curriculum policies and plans to guide our teaching. This sets out the aims, objectives and values of the subject and details what is to be taught throughout each key stage.

We base our teaching on our knowledge of pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of our pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Victoria College is of the highest possible standard.

We set academic targets for pupils based on baseline data and, as and when appropriate, we share these targets with pupils and their parents through the reporting system. Reporting takes place at least at various points throughout the year, and Academic Heads of Year conduct a thorough analysis to inform their intervention.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;

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- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal access and inclusion; and
- provides a professional working atmosphere.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Members of staff ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs are included in the teaching that reflects the curriculum. Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual pupils identified and met. See Appendix B.

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APPENDIX B - HOMEWORK

General Principles

Victoria College believes that homework can play an important role in supporting the learning of all students. It is our policy to set homework that is purposeful and which adds value to the study completed in lessons. Each subject may approach homework differently, depending on the needs of the class.

In Year 7-11, there is a homework timetable which serves to prevent any child being given too much homework in one evening. Homework should only be set on the allocated day.

Homework should be set using Show My Homework. The responsibility remains with the student to ensure they understand what is set.

Homework at each level of the school has a guide time, but it is important to recognise that these are a guide only. We urge parents to monitor how long their child is working. It is important that a sensible balance is maintained of work and play outside school hours.

Victoria College offers a Homework Club, supervised by a teacher each evening. The supervising teacher is able to support and guide students in completing their homework.

Printing facilities are available for each boy in school from 8am-5pm using their school account.

If a student is struggling to complete his homework in a reasonable amount of time, in the first instance we encourage the student to approach his subject teacher before his next lesson. The subject teacher will then be able to help as appropriate.

Specific guidelines

Year 7-9

- Boys will receive homework in two subjects each evening
- Homework tasks will typically take 30 minutes per subject
- Subjects that see boys once a week may choose to set a longer homework over two weeks
- Homework is not set to be collected in the next day (minimum 3 day gap between setting and collection)
- Tasks that are open ended in nature come with clear guidance to ensure boys know what is expected
- 5 hours homework per week for each boy, as a guide
- Creative subjects may set subjects from time to time over a longer period
- NB. Modern Foreign Languages may set two short homework tasks a week to account for learning vocabulary, speaking preparation etc.

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Year 10 and 11

- 45 minutes x 2 subjects per evening

Year 12 and 13

- Boys should be completing one hour outside of class for every hour of lesson. This is not limited to work set by their teachers, and should include self-directed study and research. For a student studying three A levels at Victoria College, that equates to roughly 15 hours of study a week outside of lessons.

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