



Parent Handbook

2017 - 2018

WIRRAL GRAMMAR SCHOOL

A Business & Enterprise School for Boys

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WELCOME

We extend a warm welcome to all parents of new pupils at Wirral Grammar School for Boys. The purpose of our Parent Handbook is to provide essential information for you to support your son during his Grammar School education. This publication is produced annually and issued to parents of all boys in all year groups as some aspects of our school policy and procedure change from time to time.

At Wirral Grammar School we pride ourselves in setting and achieving high academic standards. We also believe that school life is about wider participation and this is reflected in an outstanding breadth of extra-curricular opportunities. We encourage our boys both to work hard and play hard. Ours is a school in which boys grow and mature into confident young men, equipped with all the qualifications and skills that today's professional world demands.

If you are reading this Parent Handbook at the initial stage of considering the choice of school for your son, the best way of finding out more is to come and see us at work. We are always pleased to see parents and prospective pupils and to show them the school in action.

Yours sincerely



*D R Hazeldine
Headteacher*



OUR SCHOOL AIMS

At the heart of Wirral Grammar School for Boys are the following core aims:

- To enable each student to gain the highest possible standard of academic achievement.

We develop in students the ability to learn in the self-disciplined, independent and flexible manner today's world demands. High expectations and excellent teaching by well qualified, specialist staff, enable them to develop lively, enquiring and creative minds.

- To develop each individual's potential to the full.

School life has to be about more than high academic achievement. A rich and varied extra-curricular programme complements the formal curriculum so as to enable each boy to develop breadth of interests.

- To provide a happy, safe and caring environment.

Staff and students are all members of our school community and conduct themselves with courtesy and consideration. We set very high standards of behaviour and appearance. The school has a caring and supportive ethos to which all are expected to contribute.

- To provide an education that is broad and balanced and relevant to the demands of an ever-changing technological society.

Our choice of specialist status as a Business and Enterprise school underlines our commitment to provide each boy with the skills and aptitude required in today's professional work place. Society is ever changing and our students will be at the forefront of managing and leading change in all walks of life.

- To provide an effective and purposeful partnership between the school, parents and the community.

Our sense of community is our strength. All members, students, parents, staff and governors have a combined role to play in supporting achievement.

OUR SCHOOL VALUES

At Wirral Grammar School for Boys:

- | | |
|--|---|
| We value learning | - for that is the purpose of our school |
| We value respect
learn | - for self and others so that we can
together |
| We value cooperation | - because we can achieve more
together than we do separately |
| We value courtesy | - as a sign of our mutual respect |
| We value fairness,
justice and tolerance | - for they create equal opportunities
and reinforce respect |
| We value trust and
Honesty | - for they are the keys to honest and
trustful relationships |
| We value kindness,
compassion and
generosity | - because we are all made better by
giving and receiving these virtues |

UNICEF – RIGHTS RESPECTING SCHOOLS

Unicef works with schools in the UK to create safe and inspiring places to learn where children are respected, their talents nurtured and they are able to thrive. At Wirral Grammar School for Boys we seek to embed these values in daily school life and give our pupils the best chance to lead happy, healthy lives and to be responsible, active citizens. We are currently working towards the Rights Respecting Schools Award in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. Much of what you read within this Parent Handbook is reflected within the Unicef principles: our approach to pupil participation and engagement through positive reward; the emphasis placed on participation in House events; countless leadership opportunities whether in relation to House, enterprise, sport or music; participation through School and House Councils; directly leading on Peer Support and Anti-Bullying measures and through engagement in the democratic process through House Captain and Mock National Elections. Further details about the Unicef Rights Respecting Schools Award can be read on the Unicef website: www.unicef.org.uk



ADMISSIONS POLICY AND PROCEDURES

Admission of Pupils at the start of Year 7

Parents should be aware that full details of admissions procedures are available from Wirral Local Authority and this information is issued to parents of pupils in Year 6 well ahead of the choice process. Our website contains guidance regarding admission arrangements.

As an 'independent' State School, we manage our own admission arrangements from Year 7 onwards. Full details of admission arrangements are available separately, or can be obtained through the school website

Admission of Pupils into Sixth Form

There is a separate admission procedure for students wishing to join our Sixth Form. Further details are available from the school website or from the Deputy Headteacher (Head of Sixth Form). Applications should ideally be submitted during the Autumn or Spring Term of the preceding academic year.

Each year we welcome students from other schools in the area to our Sixth Form. Our Head of Sixth Form can be contacted by email at any time to discuss this further. Please refer to our school website for further details.

STUDENT WELFARE

The House System

When pupils join the school at the start of Year 7, they are placed into one of four Houses. These are Barber, Dodds, Hodgson and Leverhulme (all are surnames of people who were influential in establishing the school back in 1931). In each House there are eleven House Groups made up of boys from each year group across Year 7 to Year 13. Boys will normally remain in the same House Group throughout their time in the school, allowing their tutor to get to know them well and giving continuity of care. House Groups meet for 20 minutes each day although on some days boys will be attending assemblies during this time. Membership of a House is denoted by the stripe worn on the school tie (see information on uniform) and a House badge may also be worn. All pupils take part in House Captain Elections each year to select their choice of Captain for the following year. The election process is modelled on that for UK General and Local Elections thereby reinforcing the values and importance of the democratic process.

The House system has been part of school life for over eighty years and is valued for encouraging team spirit and assisting the development of an increased sense of community. Awards called House Commendations are given in order to recognise contribution, effort and achievement. They reflect the fact that an individual is himself being rewarded and at the same time contributing to success of his House. The main areas for reward are Achievement and Effort; Sport; Music & Drama; Enterprise and Creativity, Charity and Community and Attendance. Please refer to the section on 'Recognition and Rewards' for additional information.

Settling into a new school

Helping your son to adjust to his new school is a key priority for us. Before the start of the school year, all Year 6 boys are able to visit the school and take part in a Welcome Day; boys will have the opportunity to familiarise themselves with the school, meet their House Tutor and Head of Year and experience a few lessons. They will also have the opportunity to meet some of the other boys who will be in their House Group including older pupils who will help them settle in when the new term starts. We appreciate that settling in to a new school takes time; getting used to a larger environment and experiencing new subjects for the first time.

Tutors, subject teachers and student mentors will be on hand to provide guidance and support.

At the end of the Welcome Day, Year 6 parents are invited to collect their son and meet his House Tutor. This meeting provides an opportunity to get to know the teacher who will be the first point of contact for parents should they have any concerns. Once the term has started, parents can contact their son's House Tutor or Head of Year at any time but are asked to remember that these colleagues have classes to teach and may not be readily available. However, a message can be left or parents can speak to our Pastoral Support Manager who may be able to help.

Teaching Groups

As well as being placed into a House Group, all boys are placed into a Teaching Group on arrival in Year 7. These groups are mixed ability and all boys in a group are of the same age. Of course, 'mixed ability' in a Grammar School context means that all boys are of the same upper range of ability. In Year 7 in particular, a boy will spend nearly all of his lesson time with the same Teaching Group. Although a boy's pastoral care is the responsibility of his House Tutor, each Year 7 Teaching Group will also have a teacher acting as Teaching Group Mentor. This colleague will teach the group for one of its subjects and will meet with the group during tutor time once per fortnight to help with any issues within the group – including those associated with settling into a new school. Teaching Group Mentors will work closely with the Head of Year 7. There are no Teaching Group Mentors beyond Year 7.



Unlike House Groups, boys do not remain in the same Teaching Group throughout their time in the school. If considered beneficial, movement may take place during a year but this is less likely than at the start of a new academic year. In Year 8 and above, boys will be taught in ability sets for some subjects and once GCSE courses have begun in Year 9, boys will find themselves in different Teaching Groups for different subjects.

Student Support

Your son is likely to have the same House Tutor throughout his time in the school. Other than when there is an assembly, your son will meet with his House Tutor each day during House Tutorial time (11.00 – 11.20am). Your son's House Tutor will address any immediate concerns and is the first point of contact for parents. You will be informed of your son's tutor's email address.

Heads of Year have overall responsibility for overseeing each boy's welfare, conduct and progress. Although House Tutors are the first point of contact, Heads of Year will deal with matters which are more urgent or of a more serious nature. He or she will deal with any such concerns and will arrange to speak to or meet parents as the need arises. It would be of considerable help to us if you would let the school know of any home circumstances which may affect your son's concentration and attitude to his work. As Heads of Year have classes to teach and may not be readily available, it may be necessary to leave a message or speak to our Pastoral Support Manager in the first instance.

If you wish to come to school to discuss your son's work, conduct or issues of a personal nature, you are very welcome. Parents should make an appointment to see the appropriate Head of Year, either by writing to, emailing or telephoning the school. Please note it is often not possible for teachers, other than Heads of Year, to speak to parents on such occasions due to their teaching commitments. In addition, as Heads of Year also have a heavy teaching commitment they may not always be available at short notice. Once again, our Pastoral Support Manager, Miss Senior, will therefore often take messages and help wherever possible. Miss Senior is more readily available during the school day and is able to deal with most queries and offer support. Miss Senior will relay messages to Heads of Year.

Our Learning Mentor, Mrs Smith, is a full-time member of our support staff. She is on hand to address any personal concerns that your son may have particularly if they are a barrier to his learning. Meetings between students and our Learning Mentor

often take place on an individual basis. She will liaise with parents where there are concerns that are affecting a boy's well-being.

All matters relating to Sixth Form students should be addressed to Mr Askew, Deputy Headteacher (Head of Sixth Form).

Student Records

To help us to support your son, it is important that our records are kept up-to-date. Essential information includes names, addresses, emergency telephone numbers, medical details and email addresses. This information is essential should there ever be an emergency. It is particularly important for us to have a number on which we can contact you during the school day.

We use a system called 'Parent Mail' for issuing routine letters and our weekly Parent Newsletter. It is therefore essential that email addresses are kept up to date as this aids the reliability of this as a means of communication.

Confidential information

If there is any confidential information that you feel we should know in order to support your son, please write a personal letter to his House Tutor or Head of Year. We will endeavour to contact you as soon as is practically possible. (It is not always possible to speak to staff immediately due to their teaching commitments) You may also contact Mrs Kahn, Deputy Headteacher, with responsibility for Pupil Welfare.

Health Matters

In order to provide the best possible care for your son whilst in school, we need to be aware of any factors that concern his health. It is particularly important to inform us of medical conditions that may require prompt action.

Unless there are exceptional circumstances, the school staff do not administer medicines to pupils. However, if it is agreed that there are such circumstances, the taking of medicines would be supervised by the school office but only on receipt of a parental note. Parents will then be asked to complete a form which will be stored in the school office. The form is available to download from the school website. Details of the type of medicine, dosage etc should be clearly provided. The medication will be stored in the main school office. The use of inhalers is the pupil's responsibility

and these are not stored centrally. Epi-pens are stored in the main office but the majority of pupils also carry one with them. It is the pupils' responsibility to carry their epi-pen with them to Physical Education and sports events. Pupils whose health might have an impact on their education have an Individual Health Care Plan drawn up by the school nurse and Mrs Kahn.

A number of our staff currently hold qualifications in First Aid. Our School Nurse, is based at the school on a part-time basis only and thus if you need to speak to her please phone the school and we will try to contact her. In partnership with the Wirral Primary Health Care Trust, we run a drop in clinic staffed by the school nurse and a youth worker where pupils can access health and medical advice and support on Tuesdays at lunchtimes. This confidential service is available to all our pupils.

In the event of illness or accidents

If it is felt that your son is not well enough to remain in school, then a member of our school office staff will contact you to arrange for his safe return home. No pupil under the age of 18 is allowed to go home without parental permission. Having up-to-date records is absolutely essential for this purpose. In the event of an emergency requiring hospital treatment, our first step will be to call an ambulance while at the same time seeking contact with a parent. If necessary, your son will be taken to hospital by ambulance and if you are not available, he will be accompanied by a member of our staff.

For information relating to notifying the school of a boy's absence due to ill health, please refer to the section in "Attendance and Punctuality" in this Handbook.

Safeguarding

'Safeguarding' is a term that encompasses a wide range of approaches to ensure that each and every pupil is free from harm. In terms of employment, the school has rigorous procedures in place to ensure that staff are suitably qualified to work with children and young people. All staff are DBS checked at the time of appointment; visitors to the school are required to show personal identification. Questions at interview always cover aspects relating to the candidates suitability to work with children and young people. Procedures relating to accidents, site security and child protection are further specific examples of 'safeguarding' measures. Our Safeguarding Policy can be viewed on our school website.

Site Security

We go to great lengths to ensure that our school site is safe and secure for all. At breaks and lunchtimes, staff patrol the site and provide supervision in the main student areas. For security reasons, we expect all boys, other than sixth form students, to be on the school site at breaks and lunchtimes. Only in exceptional circumstances would we deviate from this clear policy. We have CCTV coverage in most of the communal areas of the school (Dining Hall, corridors, stairs and playground areas). Access to these images is restricted and they may be used to assist in the management of the school and pupils behaviour. In order to assist in the security of the school both during the day and after hours, a magnetic door locking system operates on the main external gates and internal doors. Access to the main Car park is restricted to staff only from 9.05am each day and the main gate will remain locked throughout the school day. At breaks and lunchtimes, senior staff and duty assistants patrol the site and wear high visibility coats and carry radios to assist with communication. Such staff are on hand to ensure that lunchtimes are orderly and boys have a point of contact.

Door and Gate Security Systems

Our door and gate security systems ensures that our site is as secure as possible at all times throughout the day thereby protecting both pupils and staff. To ensure that the system is successful and provides the increased level of security, all pupils and staff have a thumb scan undertaken. The scan creates a unique 12 point image of each thumb presented and stores this image to operate the opening of a door when the thumb is placed on the reader. This image is unique to the software and cannot be read or passed to any other system which in turn does not allow for the identification of the individual to be established. All data and information is retained on site and is not shared with any third party.

Entrance, Car Park and Pedestrian Safety

In a morning and after school the entrance to the school site becomes very busy. Parents who are dropping their son off at school or collecting them at the end of the day are advised that there are parking restrictions in operation on Cross Lane between 8.30am and 9.30am and also between 3.30pm and 4.30pm. Parents are requested to do drop off or collect their son WELL AWAY from the school gates. As boys walk onto the

school site they will do so either via the pedestrian entrance by the school dining hall or, as is the case for most, via one of the two pedestrian gates either side of the main car park entrance. The most important instruction is that boys must not walk through the gates that are used by motor vehicles. Within the school site, pupils must use the zebra crossings when crossing the car park.

Sixth Form students with cars are permitted to use the on-site designated parking area. This area is secured during the day and students are not allowed to leave the school site in their car during the day unless it is with the permission of a member of the Sixth Form Management Team.

Child Protection

Children and young persons have individual rights in law. Above all, they have the right to have their basic needs met and to be free from harm. At the heart of our child protection policy is the immediate liaison with the social services section of the Wirral Safeguarding Children Board. A member of the school's Senior Leadership Team has specific responsibility for child protection issues.

Protection from Bullying

Regretfully, bullying is something which can occur in any school. We define bullying behaviour as that which is intended to be deliberately hurtful towards another person, particularly when this behaviour is repeated over time. Our prime concern is for the safety of each individual. We address bullying in three ways: we seek to prevent it through education and early warning systems, we actively encourage pupils to report incidents of bullying and we investigate all allegations.

At the heart of our Anti-Bullying Policy is the message that this conduct is unacceptable. Boys are encouraged to tell a member of staff, e-mail the Peer Support Group or use the Anti-Bully boxes that are placed around the school. The action we take varies but the priority is for the bullying to be stopped and for the victim to feel safe and secure without fear of reprisal.

The Peer Support Group (PSG) is a support scheme consisting of Sixth Form students who are assigned to a teaching group in Years 7 but are also available to assist boys of all ages. The PSG is a group of friendly, helpful and understanding older students, who offer guidance and advice to pupils who are witnessing

or experiencing bullying. This scheme has received the Princess Diana Award on several occasions for its work in helping pupils to feel safe and secure and happy in our school. To become a PSG member, students go through an application and interview process.

Our Anti-bullying Committee meets at least once a term and consists of two student Anti-bullying representatives from across the school, the PSG, representatives from the Head Boy team, a representative of the Heads of Year and the Learning Mentor. The committee discusses current issues, provides feedback on recent form discussions and questionnaires and determines any necessary future action.

The School's Anti-Bullying Policy is part of our (School) Behaviour for Learning Policy which can be accessed via the 'Parents' section of our website.



STUDENT INVOLVEMENT

Extracurricular Opportunities

Academic achievement is our core purpose. At the same time we believe that it is important to enrich our pupils with wide-ranging opportunities for sport, music, performance, visits, competitions and subject-related activity clubs. At Wirral Grammar School we are very proud of the breadth of extra-curricular experience available.

Ofsted noted:

"The extra-curricular activities are the jewel in the school's crown; they contribute enormously to students' personal development and well being."

- Extensive sport provision including rugby, hockey, badminton, orienteering, basketball, golf, volleyball, cricket, athletics and tennis.
- Clubs relating to curricular subjects including: Science, Art, Drama, ICT, and Maths to name a few.
- An entitlement to outdoor residential experiences including an outdoor pursuits course in Year 8 and a water-based outdoor pursuit course in Year 9.
- Sports tours to Australia, New Zealand, Ireland and the Caribbean.
- Music tours to Toronto, Canada; Lake Garda, Italy, the Costa Dorada in Spain, Austria, Malta and Budapest.
- Duke of Edinburgh Bronze Silver and Gold Awards with expeditions in North Wales.
- History visits to Germany, Holland, France and Russia.
- Music tuition with over 300 boys being taught to play different instruments by 20 peripatetic music tutors. There are opportunities to join an orchestra or to perform in one of the many ensembles.
- School drama productions with at least one major performance each year.
- Language visits overseas to both France and Spain.

Sporting Achievement and Representation

Our school has a superb reputation for success in competitive sports. In 1931 rugby was established as the school's main winter game. Our commitment to rugby is both a hallmark and tradition of our school and boys who represent the school have an obvious commitment to the programme of out-of-school hours fixtures. Boys compete in hockey, cricket and other sports to a high level and in recent years we have had national and regional successes in all sports. It is not unusual for 200 or more pupils to be participating in sport fixtures on a Saturday. Our fixture lists include a mixture of state and independent schools and our teams compete at local, regional and national levels.

Student Councils

There are many opportunities for pupils to take a lead and work on projects and activities that enhance school life in a variety of ways. House Councils are made up of boys from each of the four Houses and they focus on the development of House competitions, events and charity fundraising. The School Council is made up of boys from each year group. The focus for the School Council varies from year to year. Recent examples of improvement projects have included: dining hall catering and lunchtime arrangements and storage of belongings.



There is a separate Sixth Form Council that meets to discuss matters relating to Sixth Form. A recent Sixth Form Council development has been the creation of an on-line careers forum whereby students are able to offer guidance to other students as they consider choices of University courses and future careers.

Every year, all pupils take part in the House Captain elections and are able to have a collective say in the appointment of their choice of student House Leader.

Expectations

We have high expectations of our pupils. The maintenance of an orderly learning environment is an essential feature of school life. Each boy has seven precious years in which to optimise his potential. Consequently, poor behaviour cannot be tolerated and firm but fair sanctions are applied. The section titled "Responsibilities and Sanctions" includes reference to how we manage incidents of unacceptable behaviour.

Our **Core Expectations of Pupils** are as follows:

- Boys come to school to learn and must therefore arrive at lessons **properly equipped** to do so (e.g. pen, exercise book, text book etc.).
- Boys must **listen in silence** to teachers and other adults who are speaking to them.
- All adults should be spoken to in a **respectful and courteous** manner at all times.
- Boys come to school to learn and must therefore **not behave in a manner which disrupts** their own learning or that of others.
- Boys must arrive at lessons **correctly dressed**. Uniform will be checked at the start and finish of every lesson and at other times around the site.
- At the start of a lesson or house tutorial, boys must **enter the classroom** in a calm and orderly manner and as instructed by the teacher or adult supervising the class. This may include being required to stand silently behind their chair until invited to sit.
- **At the end of a lesson** or house tutorial, boys must leave in a calm and orderly manner and as instructed by the teacher or adult supervising the class. Boys must not leave a lesson or house tutorial until the bell rings.
- Boys must **stand when an adult enters** the classroom during a lesson.

- Boys must **arrive promptly** to all lessons and tutorial periods – particularly at the start of the school day and after lunchtime.
- In the corridors and stairways boys **must walk on the right hand side**. Boys must move around the school site in **a calm, orderly and considerate manner**.
- Boys must **never behave in a manner which injures or could potentially injure** anyone else.
- While they may be brought to school, **mobile telephones must switched off** on arrival on the site and stay hidden in a pocket or a bag until the end of the school day. The exception is for 6th form students who may use such devices in areas of private study (other than the LRC) during lesson time only. 6th form students are not permitted to use phones in corridors or at break and lunchtime in communal areas where younger boys are present. On occasion, teachers may give permission for mobile phones to be used in lessons (for example for researching the internet or photographing a project). However, use in lessons is only with the express permission of the teacher given in advance.

The following have been identified as **unacceptable behaviours** in a classroom which will always result in action:

- Speaking to an adult in a manner which is not respectful and courteous.
- Refusal to co-operate with or to follow an instruction from an adult.
- Audible swearing in a classroom (even if not directed at an adult).
- Throwing an object in a classroom.
- Actual physical harm of another pupil.
- Threatening behaviour towards another pupil.

We consider that it is totally unacceptable behaviour to use violence on another person whatever the provocation. Boys will be warned, particularly through assemblies, that while name-calling, taunting and other forms of non-physical harassment are not acceptable behaviour, they do not provide justification for the use of physical force.

Boys may have water to drink during lessons whenever the teacher feels that this is practical. Drinks other than water are not permitted in lessons. "Sports Cap" bottles are ideal for this purpose. Boys should not drink from bottles while walking around the school. Water bottles can only be filled before school, at break and lunchtime. This is a privilege which may be removed if a boy misuses a water bottle.

Sharing Responsibility

Promoting positive behaviour is the collective responsibility of parents, staff and pupils. Parents and carers take responsibility for the behaviour of the child both inside and outside the school. As a school we have excellent parent support, attendance at Parents' Evenings is very high and whenever the school imposes a sanction, parents provide their support. We see the success of students as the product of a purposeful partnership between home and school. While we try to get things right, mistakes are occasionally made but, when complaining about the actions of the school (for example a sanction imposed on your son), **we ask you to consider how any perceived lack of support for the school's position may be interpreted by your son.**

Acceptable and Unacceptable Behaviour

The school defines acceptable behaviour as that which allows effective learning to take place and that creates an environment in which pupils are safe. This will be behaviour which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.

The school defines unacceptable behaviour as that which prevents effective learning to take place or creates an environment in which pupils are unsafe. It is unacceptable to behave in lessons in a manner which prevents the teacher from teaching as he or she would wish, so that fellow pupils have their education disrupted. The school has identified examples of particularly unacceptable behaviour as that which includes name-calling, bullying and harassment, including racist, sexist and homophobic abuse. In addition, it is totally unacceptable to use violence on another person whatever the provocation.

Dealing with Inappropriate Conduct

We employ a range of strategies and parents can obtain full details in the school's Behaviour, for Learning Policy available in the 'Parents' section of our website. Unrecorded verbal reprimands will be used for minor matters. A more formal reprimand is one entered by a teacher on a boy's record. This may come following a previous verbal warning or may be the immediate sanction if the teacher deems the matter serious enough. Reprimands may also be given if work is incomplete due

to lack of effort rather than lack of understanding. The boy will be informed that he has been given a reprimand by the teacher. The boy's House Tutor or Head of Year might wish to discuss such reprimands with him later. If a significant number of reprimands are accrued during a fixed period, an after school detention will follow of which parents are notified in writing. Lunchtime detentions are also used as a sanction but as they do not involve boys being late home, notice is not given of these.

When concerns about conduct or work are on-going, a boy may be placed on a lesson-by-lesson report for a fixed period. Parents will be informed and asked to help monitor such reports by reading and signing them each evening. In school, such reports will be monitored by the boy's House Tutor, Head of Year or a Deputy Headteacher.

Following more serious incidents, a boy may be made to work in supervised isolation in the school's Referral Room. This may be pending an investigation of the incident or for serious misbehaviour that falls short of warranting exclusion from school. However, for the most serious incidents, the school does reserve the right to impose a fixed-term exclusion from school. In such cases, the Headteacher may wish to meet with the boy and his parents on his return. Exclusions from school are the most serious sanction imposed. It is extremely rare indeed for a boy to be permanently excluded from school but this sanction does exist as a possibility. Permanent exclusion can result from a single act of inappropriate behaviour, for example, violent, pre-meditated assault, drug use or for persistent non-compliance with school rules.

Recognition and Rewards

Central to our conduct policy is an emphasis on promoting good behaviour and high achievement through positive reward. Good behaviour, attendance, sustained effort etc. are all promoted. Methods of reward include praise, encouragement and positive feed-back from teachers and the awarding of House Commendations. Certificates are awarded when pupils achieve high levels of House Commendations. Individual and team successes are celebrated in assemblies and during the House Group tutorial. Letters of congratulation are produced by the Heads of Years following the progress bulletin review. The school holds an annual Awards Ceremony at the end of the academic year when achievement, both academic and non-academic is publicly recognised. Additionally, each House also holds its own House Award Ceremony.

Expectations with respect to Appearance and Uniform

Uniform is compulsory for all students. Where a boy is not adhering to the uniform policy this needs to be addressed swiftly.

In Years 7 to 11 our uniform is as follows:

- A black blazer with blue trimmings on pockets, blue lining and a cloth badge.
- Black trousers.
- Plain white shirt.
- House ties as follows:

o Barber House:	White	}	Stripe
o Dodds House:	Red		
o Hodgson House:	Green		
o Lever House:	Yellow		
- Dark grey or black socks.
- Black shoes (not boots, trainers or any such variation)
- Boys may wear a pullover which should be black and v-necked.

Training Shoes must not be worn for school. Hooded Tops ("Hoodies") are not suitable as outdoor coats on school days and are not permitted – even when worn innocently they can give out an image which the school is keen not to promote. It is entirely appropriate for boys to wear coats over their blazers during periods of inclement weather. Coats should be economical to purchase and must not be expensive 'designer' brands. Coats may be worn to and from school and during break and lunchtime whilst outside. Denim must also not be worn.

Excessively long hair or excessively short hair, dyed hair or eccentric styling (for example mixed 'short and long' cut hair) are not permitted, nor are earrings or any other form of jewellery. This is an area with which the school makes a particular plea for support from parents.

Any boy who reports for school who is in breach of any of the uniform requirements may have to work in isolation or be sent home to change. In such circumstances, parents will be informed.

We expect our **Sixth Form** students to create a professional business atmosphere and they are expected to dress accordingly. Students are required to wear a business style suit, shirt and tie. Smart shoes must be worn and trainers, boots or leisure style shoes are not acceptable.

Sports Clothing

For Physical Education lessons, boys are required to wear a House polo shirt, blue shorts, white ankle socks and clean training shoes (which should ideally be **for indoor use only**) for gymnasium/sports hall use.

For Games lessons, a reversible House rugby shirt, blue shorts, blue socks, football/rugby boots (fitted with correct safety studs) and outdoor training shoes are required.

We strongly recommend the use of mouthguards for both rugby and hockey. Custom fitted mouthguards can be purchased from school in September when dentists come in to take impressions during the first week of term.

In Summer, House Polo shirt, blue shorts, white ankle socks and both indoor and outdoor training shoes are required for athletics. For cricket, we are mindful of the fact that the cricket season is comparably short. Boys may purchase cricket whites including white/cream polo short/sweater and white/cream trousers, and are encouraged to do so. These items tend to be available competitively priced from wholesale retailers. Boys who play cricket for school are required to wear cricket whites.

Uniform Stockists

Wirral Uniform Centre are the main authorised supplier of our official school uniform together with other authorised items of equipment. They have a presence on site and operate an online click and collect system for all items of uniform. As a large supplier of school uniform, they are able to purchase stock in bulk and therefore pass on savings to customers. Further details are available at the following link: www.wirralboysuniforms.com As a school, we are keen to provide what support we can. Parents in receipt of free school meals will receive an initial uniform 'bundle' consisting of a blazer, tie, rugby shirt, polo shirt, shorts and socks.

Cain of Heswall also remain as an appointed authorised supplier of our official school uniform.

Homework

Independent Study or homework is considered to be an integral part of the school curriculum and provides an essential framework to enable students to become independent learners.

Independent Study:

- Encourages students to develop the skills and motivation needed to study effectively on their own
- Consolidates skill and understanding developed at school
- Complements school learning through research and additional reading
- Trains pupils in effective time management
- Enables parents and carers to play an active role in supporting their son's learning

Your son's Independent Study will consist of some practice of skills learnt during the day as well as extended assignments that will encourage your son to make choices and develop time management skills. At Key stage 3 Independent Study will be carefully structured and monitored but as your son matures he will be expected to take greater responsibility for his own learning.

Good practice suggests that the amount of time spent by pupils at Key stage 3 should be no more than 60 minutes per day. This will increase slightly at Key Stage 4 and 5. Clearly the needs and work methods of pupils varies and this is why the time spent on Independent Study can only be presented as a guide. Sixth Form Students are expected to study for around 15 hours per week in addition to the normal school day. It is important that if your son encounters difficulties you speak to his House Tutor or Head of Year immediately, so that these issues can be resolved quickly and without causing anxiety.

We use an online homework platform, called 'Ruler'. Students and parents are able to access their homework through the web browser version available using Office 365, which can be accessed on any device with an internet connection or via an 'app' for mobile devices. These apps are available to download free from Google Play (Android) and Apple App stores. Links to the sites are: Android Store –

<https://play.google.com/store/apps/details?id=com.ruler.it.ruler&hl=en> Apple Store - <https://appsto.re/gb/Xgkqgb.i> Web Browser (any device) <https://testwirralgrammarboys.sharepoint.com/sites/parent/SitePages/Home.aspx>

Your son has the necessary user names and passwords. If you have any issues please email ICT_Support@wirralgrammarboys.com



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RESPONSIBILITIES

Attendance and Punctuality

Regular attendance is a high priority. This aids achievement and encourages boys to adopt the correct attitude towards school and ultimately, their place of work. We actively promote high attendance through awards when boys with the best record of attendance are presented with prizes at our Awards Ceremony in the Summer Term. High attendance levels are also rewarded through our system of House Commendations.

Parents have the legal duty to make sure children attend school. Permitting unauthorised absence from school is an offence. In-line with new national requirements, schools are able to impose fines where persistent unauthorised absence occurs. Authorised absences are mornings or afternoons away from school for a justifiable reason (eg, illness or other unavoidable causes). Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This includes keeping children off school unnecessarily, truancy, absences which have not been properly explained and absences for holiday where this is clearly to the detriment of a boy's education (for example when tests or exams are taking place). **Please note that the school alone decides if an absence is authorised or unauthorised.**

Absences cannot be authorised if the following procedures are not followed. If your son is unfit for school, parents should contact the school on the first day of absence by telephone or email absence@wirralgrammarboys.com **by 9:30am at the latest.** When your son returns he must bring a written note signed by a parent or carer which must be dated, clearly marked with the boy's name and form and placed in the box outside of the school office. Alternatively, on the boy's return, an email may be sent to the following address: absence@wirralgrammarboys.com. In order to prevent misuse of the email system, the school office are asked to ring a random sample of parents to check the authenticity of emails. Please do not be offended if we check up on your son's absence in this way – the process is a random one designed to safeguard all.

Pupils are expected to be on site by 8.55 am and 1.35 pm. The first lesson of the day begins at 9.00am and the first of the afternoon at 1.40pm. Official registration takes place in lessons 1 & 4 – boys who arrive at those lessons after 9.00am

and 1.40pm can be marked "Late". Boys who miss all or one of these lessons for any reason (even, for example, to attend a musical instrument lesson elsewhere in the building) are required to sign the "Missed Registration" book at the School Office. Registration arrangements for Sixth Form Students who do not have a taught lesson period 1 or 4 will be issued separately.

Please note that boys in Year 7 – Year 11 are not allowed to leave the school site at lunch time unless they go home for lunch with parents' permission. However, it is extremely rare for a boy in Year 7 to Year 11 to go home for lunch – in most years there are no boys who do so.

Term Time Holidays

Please note that the new national regulations are very clear and specifically state: **"Headteachers may not grant any leave of absence during term time"**

There may be occasions where there is an exceptional need for a pupil to be absent. Please note that 'exceptional' does not include general requests for holidays. Similarly, requests for the authorisation of 'long weekends' will be declined. The Department for Education requirement states *"the current law does not give any entitlement to parents to take their child on holiday during term time"*. To provide an indication of 'exceptional circumstances' in the last twelve months, holiday requests have been granted in relation to extended family illness and in another case, a bereavement. Please note that if a pupil is absent from school and authorisation has not been given, then this is classed the same as 'truancy'.

Penalty Notices

Department for Education regulations set out the procedures for issuing penalty notices (fines) to each parent who fails to ensure their child's regular attendance at school. From September 2013, parents must pay £60 within 21 days or £120 within 28 days.

Absence Requests To Take Part in Sporting Events etc

We are aware that some boys excel at particular sports and take part in individual and team activities at a high level (regional and national). We do try to accommodate exceptional requests for absence of this kind, provided that there are no formal assessments/examinations taking place. Such absence requests

should be directed to the Headteacher.

Permission will not be given for requests to participate in the watching of a sporting event.

Personal Possessions

We regret that we are unable to accept responsibility for boys' personal possessions that are lost or damaged in school. Please do not allow your son to bring large amounts of cash into school. Students bringing sports equipment should mark their names on these items.

Students who bring instruments to school for music should place these in their lockers or in the music store room. This can be arranged either through the House Group Tutor or the Music Department. Parents are advised to ensure that instruments are "covered" by household insurance arrangements; the same applies to net book computers/laptops and tablets.





Lost Property Service

The school operates a Lost Property Service, the co-ordinator for which, is Mr McKinney. Unclaimed lost property has been a growing concern to us and results in considerable replacement expenses for parents. In order to address the problem the following arrangements have been put in place:

1. The Lost Property Room is located near the gym, next to the playground entrance.
2. The room is open on three days each week: Wednesday, Thursday and Friday from 8.45am to 9.00am.
3. The room already contains a wide range of items including; glasses, pencil cases, watches, sports kits (including boots and trainers), trousers, jackets, coats, calculators and keys.
4. MOST of the lost property is unnamed. This means that we cannot return the lost items to their owners.
5. If your son has lost an item, please remind him to go to the Lost Property Room at the stated time.
6. At the end of each term, unclaimed lost property will be given to local charities.
7. Please ensure that all items of personal property (clothing, bags, shoes, equipment etc) have your son's name on them. Where names are included, we are able to return items to their owners.

Any queries relating to items of lost property should be directed to Mr McKinney, who is a member of the school support staff.

Bag Storage Racks

A number of Storage Racks are provided around the site for boys to place their bags in at break and lunchtime. The racks provide temporary storage and they are cleared /emptied at the end of each week. It is important that all bags are clearly labelled with the pupil's name and tutor group. A 'key fob' label attached to a loop on the bag is ideal for this purpose.

Please note: Items left on the racks at the end of each half term will be taken into Lost Property for re-uniting with pupils. Any item that cannot be identified will be disposed of.

Mobile Phones/Audio Devices

We understand that mobile phones provide both parents and students with security and there is, on occasion, the need to communicate before or after school. However, the following is a Core Expectation of the pupils with respect to the use of mobile telephones: "While they may be brought to school, mobile telephones must switched off on arrival on the site and stay hidden in a pocket or a bag until the end of the school day. The exception is for a class activity directed by staff or for Sixth Form students who may use such devices in areas of private study (other than the LRC) during lesson time only. Sixth Form students are not permitted to use phones in corridors or at break and lunchtime in communal areas where younger boys are present." During the school day, mobiles must not be used for phoning, text messaging, use of blue-tooth, recording and photography, as a clock or as a calculator. Boys seen using mobile phones will have them confiscated and they will not be available for collection until the end of the following school day. A phone will only be returned the same day if a parent is prepared to collect it from reception (up to 4.30pm Monday to Thursday, and 4.15pm on Friday). In the case of repeat offenders, the phone will not be returned to the boy and we will require a parent to collect the confiscated item.

Any boy who needs to use a telephone during the day to contact parents must seek the permission of his Head of Year or House Group Tutor and must do so under their supervision. Alternatively, the boy may approach the school office and explain the nature of the emergency.

Please note any items such as mobile telephones, tablet devices and music players are brought to school at the boys' own risk. The school cannot promise to devote time and effort to recovering lost or stolen items of this kind.

Laptops/Net books/Tablets

We have invested in a whole site, secure Wi-Fi system. Pupils are permitted to bring their own laptops, netbooks or tablets to connect to the Wi-Fi for use at lunchtimes to assist with their studies. These devices may also be used in lessons with the permission of the teacher. Such items remain the responsibility of the pupils and the school cannot take responsibility for loss or damage. We advise parents to ensure laptops/net books are 'covered' on home insurance policies. Please refer to the section on ICT Acceptable Use Policy for further information. Parents who would like advice on the purchase of suitable and affordable laptops/tablets are welcome to contact Mr Jeremy Woodham who is Head of ICT Support.

Cars on the School Site

Parents

Please note that for safety reasons, parents **MUST NOT** drive onto the school site at the start or end of school. In the event that you are dropping your son off due to an injury or incapacity please use the Visitors parking spaces. It would be appreciated when picking your son up in such circumstances that you leave doing so until 3.50pm. Only when buses have departed is it safe to do so. Parents are welcome to drive into the car park when collecting boys from extra-curricular activities.

Sixth Form Students Bringing Motor Vehicles to School

These may be brought to School and left in the "Sixth Form" car park. All who do so must register the car/motorcycle with the Assistant to the Head of Sixth Form and **obtain a parking permit**. Parking places are limited. Under no circumstances are students to park at the inconvenience of local residents.

Parking Permits are for use only by the registered car owner and are **only** valid if signed by the school and with the details of the vehicle clearly stated. Failure to display will result in the permit being withdrawn. The school reserves the right to clamp vehicles that are parked without authorisation. In signing the permit, the registered user agrees to abide by the parking requirements:

- Vehicles to be parked in the designated Sixth Form car park **only**. This is secure gated parking and will be locked during the school day.
- A parking permit must be displayed on vehicle dashboard while on school site
- Vehicles must not be removed from the school site before the end of the school day without authorisation from the school.

Students found to be driving in a dangerous or irresponsible manner, either on site or in the locality of the school will be told not to bring the vehicle to school.

In addition, the School follows guidelines issued by ROSPA concerning the carrying of passengers. Specifically, students are advised against the carrying of passengers without the express permission from their parents/carers and the parents/carers of passengers. At the end of the school day, students must not leave the site until Cross Lane has cleared of pedestrians, buses and school related traffic. This is usually between 3.55pm and 4.00pm.

ICT Acceptable Use Policy

Students and parents are required to sign the policy. The full document is issued separately from school when your son starts. We take the view that ICT has the potential to enrich pupils' learning in new and exciting ways. However, with the provision and use of ICT go responsibilities for ensuring that its use is appropriate and user confidentiality is maintained. Abuse of our ICT infrastructure, internet or email is taken seriously and will be dealt with in line with the school's Behaviour Policy. We welcome students to bring their own devices, however, students must check with teachers before they start to use it in lesson. Additionally Students must ensure that any GPRS, 3G or 4G data connection is disabled and must be checked for viruses and malware regularly. For further details, please refer to our e-safety area on the website.



OUR CURRICULUM

Introduction

Our aim is to encourage all pupils to experience and succeed in all aspects of the curriculum.

The curriculum of our school:

- Offers opportunity for the highest academic achievement
- Provides extended opportunities for able boys to gain additional experiences and qualifications
- Is broad and balanced and relevant to the needs and demands of an ever changing society
- Provides scope for choice from Year 9 enabling boys to focus on particular areas of interest and ability
- Makes use of new technology as a tool to enrich learning.

In our most recent school inspection, the curriculum was considered to be 'outstanding'. Inspectors commented:

"Carefully balanced options and a wide range of extension courses give students excellent scope to prepare for GCSE."

Curriculum Guides

In each Key Stage, parents receive a "Curriculum Guide". This contains information i.e., course content for each subject, assessment arrangements, the time that homework takes and ideas how parents can support their son's learning. When applying to University or for an Apprenticeship, students are able to use an on-line support system called 'Unifrog'. This guides and supports students through their application process and extends their horizons to opportunities that are available nationally.

The Curriculum in Key Stage 3 (Years 7 and 8)

In the first two years the curriculum consists of the following subjects: English, Mathematics, Science (Biology, Chemistry and Physics), Languages (Spanish and French), Geography, History, Art, Music, Physical Education, Religious Education, Computing, Design and Technology, PSHE (Personal, Social, Health and Economic Education).



The Curriculum in Key Stage 4 (Years 9 to 11)

Pupils in Year 8 will make/will have made selections as to which options courses they are to follow during KS4. All boys are provided with information about the courses available and are encouraged to speak to the staff so that they can make informed choices. Staff will provide careful guidance and parents are invited to an Information Evening to explain the options process.

All boys follow "core subjects" in English, Mathematics, Science (Biology, Chemistry and Physics), Physical Education, Personal, Health & Social Education (including Careers Education, Citizenship, Religious Studies, Health Education and Cookery), French or Spanish and History or Geography.

Boys are able to select their "option subjects" from: Art, History, Geography, French, Spanish, Music, Business Studies, GCSE Religious Studies, Design and Technology (Product Design), Computing or Information Technology and GCSE Physical education.

With the exception of Physical Education, Citizenship, Personal Health and Social Education and Religious Education as part of the "core subjects", all subjects lead to a full GCSE qualification.

The Sixth Form Curriculum (Years 12 and 13)

A levels are currently undergoing reform and the precise nature of the Sixth Form curriculum is currently being reviewed each year. Year 12 students choose three subjects to study to A Level and these are studied through to the end of Year 13. All students will complete AS Level General Studies. Some students will complete the AQA Extended Project Qualification during Year 12/13 and others will be studying for a Chartered Management Institute (CMI) sponsored Qualification. Full details relating to the Sixth Form Curriculum are contained in the 'Sixth Form Prospectus' which is updated each year.

Teaching and Grouping Arrangements

There is no "streaming" in this school and all boys are taught all subjects in mixed ability groups. Of course, in a Grammar School, the boys are of similar academic ability and therefore the spread in a class is already narrower than in comprehensive schools.

The exceptions to this are:

- Mathematics in Year 8, which has partial setting.
- In Years 9 to 11, Mathematics groups are fully set and there is partial setting for English.



Business & Enterprise: A Specialist Focus

We define 'enterprise' very broadly as follows:

'The desire to keep moving, to be trying to accomplish new things for our own benefit or that of others'.

John Stuart Mill

In September 2006, we were designated as a Business and Enterprise Specialist School. We believe that we have established a pervasive culture of enterprise that extends across the curriculum and through wide-ranging extra-curricular processes.

To become competitive in an increasingly global economy, we believe that we have a duty to equip our students with the skills and knowledge to fulfil their potential and take their place in a vibrant, fast changing world. Teachers across all subject areas are already incorporating enterprising skills within their lessons:

- Dealing with uncertainty – risk management, prioritisation, decision making
- Teamwork and networking – working with others and relationship management
- Creativity and problem solving – identification and pursuit of opportunities
- Empathy and people skills – mobilising and motivating people
- Taking initiative – leadership and commitment
- Positive "can do" attitude – bias for action, high energy, strong work ethic
- Communication – verbal and written skills
- Vision and anticipation – planning
- Independence – resourceful and self-confident individuals

In addition to curriculum led initiatives, there are numerous activities that are taking place outside the classroom, including: High profile charity fundraising events, Target 2.0%, The '£1 Challenge', Make your Mark Challenge, Tomorrow's Managers Today in Year 9, Work Experience, Proshare – Fantasy Share League, 'Make It Happen' Challenge, Y9 "Outdoor Enterprise" in Conwy, Vauxhall Manufacturing Day in Year 10, The ICAEW National Business Challenge in Year 12 & Financial Capability courses in Year 8, 9, 10 and 11 that provide an opportunity to gain a Certificate in Financial Education at Key Stage 4.

"The school's work in business and enterprise is at the cutting edge and has raised the profile of the school both regionally and nationally. It has had a particularly beneficial effect in helping students to develop as budding entrepreneurs"

Ofsted

Religious Education

Religious Education is taught throughout the school following the framework set out in the Wirral Locally Agreed Syllabus. It is taught as a discrete subject in Year 7 and 8 but then becomes part of the Personal Social Health Economic Education programme of study. (Pupils do have the option to take Religious Studies as a GCSE option.)

Religious Education has a key role in helping students to develop a personal framework of values, attitudes and belief and concept for religious belief and values. Students come to an understanding of the nature of religion and how it is expressed in lives of believers. The major world faiths are covered including Christianity, Judaism, Islam and Buddhism. RE at Wirral Grammar School is not about teaching a set of beliefs, it is about exploring different views on the subject of belief so as to establish a broad understanding of how different faiths affect people's lives.

Morning assemblies help to explore different aspects relating to values, attitudes and beliefs and the themes for the assembly follow a set theme for the week. Parents who wish to withdraw their sons from morning assembly and for RE lessons may do so by writing to the Headteacher.

Drama

Drama is a vital extra-curricular activity and our school has an excellent reputation for the quality of its productions. Our school performs at least one major production each year. The range of plays is enormous. Over the last few years productions have included: High School Musical, Little Shop of Horrors, Fame, Oliver, Grease, Les Miserables, Sweeney Todd, Cabaret, We Will Rock You, South Pacific, West Side Story, Evita, Our House and Footloose. Students are encouraged to audition for these productions and there are always technical and support roles with which to assist.



Sex and Relationship Education

Sex and Relationship Education at our school aims to promote an understanding that positive, caring environments are essential for the development of individual responsibility for both our bodies and our behaviour. Facts are presented in an objective and balanced way with pupils being encouraged to consider their attitude and values. Sex and Relationship Education is taught as part of the Personal Social Health Economic Education programme. These lessons are complemented by visits from outside speakers during our Activity Days. Pupils follow a programme from Year 7. Materials used in the sex education programme are available for parents to see upon request. Boys may be withdrawn from part or all, of the Sex and Relationship Education programme by parents writing to the Headteacher.

Personal, Social, Health and Economic Education

PSHE complements the academic life of the school by giving pupils the skills and knowledge to lead healthy and independent lives and become responsible citizens in a rapidly changing world. We use a range of teaching and learning styles to suit the different needs of our students. We place an emphasis on active learning and 'co-operative' learning by including all students in discussions, investigations and problem solving activities. All pupils are taught in their teaching groups and they study different topics throughout the year. In addition to our PSHE Education

Programme, Years 7, 8 and 9 have an Activity Day in which students are introduced to different leisure activities such as yoga and music as well as listening to experts discuss crucial aspects of Health Education. Cookery forms part of our PSHE programme and the emphasis here is on practical cooking.

Careers Guidance

Our school places a high priority on providing an effective Careers Service. We are proud of the fact that virtually none of the Year 11 and Sixth Form leavers are still seeking employment or a place in higher education within twelve months of leaving us.

We have a well-stocked Careers Area which is situated within the LRC with up-to-date information on Careers and university courses. Boys are able to use the computers to search careers options and find out about university entry requirements through on-line prospectuses. Visitors and lecturers deliver presentations on careers. We have excellent links with industry and many contacts who help in arranging visits and work experience opportunities. Every other year, we hold our own 'Careers Fair' which is attended by representatives from a wide variety of occupations.

Our Head of Careers is always available for consultation and boys are able to call in to his office at lunchtimes, or make an appointment to see him. Careers Education lessons deal with a range of practical skills including interview techniques, application writing and preparing a curriculum vitae amongst a range of other activities with the younger pupils.

All pupils from year 9 onwards are given the opportunity to have interviews with our Careers Officer who is in school on average approximately 1.5 days a week. These interviews are arranged through the Head of Careers.

The Sixth Form has its own programme of careers guidance and runs a number of events to assist students with higher education choices. Each year we run a "College Week" for students in Year 12 to assist with university choices and career planning.

A 'Careers Forum' is now available on our school website. This is a forum that has been produced by students for students, and provides a wealth of information about destinations post Sixth Form.

Special Educational Needs

Students are identified as having Special Educational Needs if they regularly receive additional help with their education over and above that available to the majority of boys. Students are placed on the Special Needs Register and intervention depends on their level of need, following a period of careful consultation and monitoring. The Deputy Headteacher (Pupil Welfare and Guidance) establishes how to offer the most appropriate support and then works closely with the Head of Year, the Learning Mentor and outside specialist agencies. We consult regularly with an Educational Psychologist who advises us in how best to support our pupils. We currently have three teaching Assistants who support pupils. Our team also includes a Learning Support Assistant who works with pupils on a one to one basis whenever necessary. We believe that in order to ensure that each child's needs are met, it is essential that parents are directly involved in helping us to plan, and we welcome their input in trying to ensure that all of our pupils reach their full potential.

Equal Opportunities

All pupils have equal rights, equal opportunity and equal access to their education. They are entitled to receive the appropriate support they need to become valued and active members of the community. Discrimination on difference by gender, race, language, culture, sexuality and physical and mental ability is not accepted. Racist, sexist and other forms of prejudicial behaviour can never be tolerated and such incidents are challenged when encountered and dealt with appropriately.



MONITORING EACH BOY'S PROGRESS

Keeping track of each boy's progress in relation to his challenge target grades is essential in order to ensure that your son's academic achievement is maximised.

Further information about assessment and tracking, specific to your son's year group, can be found on the curriculum area of the website.

From September 2017 all reports and progress bulletins for years 7, 9 and 12 will be issued electronically via the homework platform "Ruler".

Target Grades

In the Autumn Term all parents are issued with a statement that details the targets at KS3 and KS4 that each boy is capable of achieving if they apply themselves appropriately; these are *Challenge targets*.

Target estimates are provided by an organisation called the 'Fischer Family Trust' who have been processing the National Pupil Database for the Department for Education since 2004. Benchmark data is used that is based on the progress made by similar pupils nationally between KS2 and KS4 last year. This is then converted into a Challenge target by considering this estimate alongside other data and the teachers' professional judgement & knowledge of the pupil.

Challenge Target = Estimate + *Challenge*

Providing parents and pupils with this information ensures that there is absolute clarity regarding what we are aiming for in terms of examination attainment.

We ask parents to discuss the target with their sons and work with us in seeking to maximise each boy's potential. Over the last few years we have seen a significant increase in the proportion of passes that are at the highest grades because of this collective approach.

Grading Systems – Years 7 to 11

Since the removal of the national system of levels of achievement, we have moved to a grading system that extends from 9 (highest) to 1 (lowest); this system reflects the grading structure that now applies at GCSE. In Years 7 and 8 (Key Stage 3), the criteria for allocating grades 9 to 1 are school based. From Year 9 onwards (Key Stage 4), actual GCSE grade criteria are used. Our broad aim is for all pupils to be achieving at least a Grade 6 in each of their subjects by the end of Year 9.

Reporting on Progress

These are the ways in which we monitor and report on your son's progress:

- A full written report is issued for each boy in each academic year. The annual report is written by subject teachers, Form Tutor and Head of Year.
- Progress Bulletins are issued each term. This records each boy's current level of attainment in relation to his target grades using a progress indicator. Grades for *attitude to learning* and *barriers to learning* are also included. *The Progress Indicator shows your son's current performance with respect to his Challenge Target using a traffic light system.*

The colour scale enables you to see at a glance whether your son is on course to reach his challenge target. The key for the progress indicator is as follows;

Colour Code	GREEN	YELLOW	RED
Explanation	On or above target	Slightly below target	Below target

A single red indicator should not be a concern if the trend over the year shows improvement.

Please note that while Progress Bulletins are issued every term, we are making progress checks every half term. Parents are welcome to contact their son's Head of Year for additional progress information during the year.

Your son's Attitude to Learning and any Barriers to Learning are recorded in the report and on the progress bulletin using the following scales:

The 'Barriers to Learning' codes are:

(blank)	no concerns (all is well)
C	concentration concerns
D	causes disruption
R	behaviour in class has caused such concern that he has been referred to the Head of Year
Q	quality of work concern
O	organisation concern
M	struggles to memorise facts/skills; more revision/practise is required to improve test scores

The Key for Attitude to Learning is:

1	Consistently complies with all expectations
2	Usually complies with expectations
3	Some cause for concern
4	Significant cause for concern

Parents will be contacted by Heads of Years to celebrate success or when significant concerns arise.

- Tutors and Head of Year monitor progress carefully and intervene where necessary to help boys get back on track. This support can take the form of extra study sessions, regular mentoring and meetings with parents.
- Parents' Evenings take place each year and this is an opportunity for parents to meet individual subject staff. We are

conscious that Parents' Evenings can be very busy occasions and keeping to the time allocation can be a challenge. We do expect all parents to attend as this helps to ensure that each boy is supported by both school and home. Many boys attend along with their parents.

- Where a teacher has a number of groups it may not be possible for the teacher to see all parents at a Parents Evening. In such a situation, the teacher would contact parents and provide the opportunity for verbal feedback.
- Whenever parents feel that they would like an "up-date" on their son's progress we are happy to provide this. Weekly monitoring is arranged for every lesson when we feel there is a need to do so.
- For pupils in Years 10 and 11, following the mock examinations, results and progress grades are issued on a 'Mock Results and Progress Review Day'. On this day, boys are allocated an appointment to meet with a Deputy Headteacher to review their results. Most parents attend these meetings and they provide an important update on pupils' progress.

For pupils who are considered to be performing significantly "below target", intervention meetings are arranged with the Head Teacher and Head of Year. Where it is considered necessary, parents may also be asked to attend these meetings so that there is a unified approach to supporting those individuals concerned.

Sixth Form Targets and Progress Grades

All students are set aspirational A Level grade targets during the first half term of the Lower Sixth. The targets set are based on a combination of their GCSE grade point scores and an adaptive test that students take at the start of Year 12. Progress is regularly reviewed against targets and progress reports will be sent home approximately every half term. A full formal report is produced in the Spring Term of each year. Responsibility for student progress rests with two Assistant Heads of Sixth Form.

Where there is significant concern about a lack of progress meetings will be arranged with parents and the Deputy Headteacher (Head of Sixth Form) and / or the Headteacher. Parents are encouraged to contact the Deputy Headteacher (Head of Sixth Form) at any time during the school year if they have concerns about their son's progress.

ASPECTS OF OUR SCHOOL ROUTINES

Arriving at school in the morning

Boys who arrive after 8.55am will be recorded as 'late' at the school gate. Boys who are regularly 'late at the gate' will be required to make up for this time either at lunchtime or after school. If you are giving your son a lift to school, please assist by ensuring he is on-site by 8:55am at the latest. Additionally, boys in Year 7 and Year 8 (Key Stage 3) must, on arrival in the morning, remain on site and not, for example, leave to go to the shops even if there is time for them to get back before 8:55am. Similarly, on arrival in the Cross Lane area, Year 7 and Year 8 boys are expected to head directly for the school site and not hang around the streets or nearby shops. All boys in all year groups must be on site by 8:55am.

The Timing of our School Day

Our timetable is a two-week one, comprising 50 periods in each cycle. Each day is divided into five one hour lessons. All pupils will be issued with a two-week timetable that clearly indicates "Week A" and "Week B". The structure of the school day is as follows:

8.55	Bell – all must be on site and move towards period 1
9.00 – 10.00	PERIOD 1
10.00 – 11.00	PERIOD 2
11.00 – 11.20	House Group Tutorial Period or Assembly
11.20 – 11.40	Break (but all to move towards period 3 at 11.35 warning bell)
11.40 – 12.40	PERIOD 3
12.40 – 1.40	Lunch (but all to move towards period 4 at 1.35 warning bell)
1.40 – 2.40	PERIOD 4
2.40 – 3.40	PERIOD 5

Equipment

Being prepared for learning is an essential expectation. All boys are expected to have the right equipment for their lessons (pens, pencils, rulers etc).

Care of Exercise Books

The organisation and presentational standards in exercise books must be maintained to a high level. Plastic book wallets are available to cover and protect exercise books. Basic requirements are for boys to write neatly, make titles and headings clear and include the date at the top. In our experience there is a high correlation between taking a pride in presentation and high levels of achievement. Work that is clear, neat and set out properly is easier to revise from when it comes to tests and examinations. Graffiti on or in exercise books is not acceptable.

Break and Lunchtime Arrangements

During break and lunchtime, boys in Years 7 to 11 are not permitted to leave the site without a specific written request by a parent and the permission of a Deputy Headteacher. A strength of our school from a safety perspective is that boys are on the site at all times during lunchtime – it is extremely rare for a boy in Year 7 to 11 to go home for lunch – in most years there are no boys who do so.

Our catering staff provide a variety of hot and cold food menus each day at break and lunchtime. Cash is not accepted in the canteen and parents will be informed separately of how payment should be made. Some boys prefer to bring sandwiches to school each day. Boys in Year 7 to Year 9 who bring sandwiches eat them in the school's Activity Hall. Older boys use the school's Dining Room.

Please note that boys are provided with a range of healthy options and all menu items are prepared with healthy ingredients. Information about school meals and diet are available separately.

When the weather is fair, boys are expected to be outside although the boys may use the Learning Resource Centre for reading and study and supervised computer rooms are available for a similar purpose. The playing fields are available when they are dry. On occasion (and particularly during wet lunchtimes) boys are permitted to use the school hall to sit and socialise. Boys

may only be in classrooms at lunchtime when there is a teacher present.

Outdoor seating areas are available for pupils to use at breaks and lunchtimes; these are situated in areas of the playground. The quad has sufficient seating for approximately fifty pupils at any one time. The quad area is intended for pupils who wish to sit in a quiet area with their friends, away from the 'run-around' / 'ball playing' areas of the playground.

Sixth form students are allowed to leave the school site during break and lunchtime. It is important that all students behave in a way that both upholds the excellent reputation of the school and is respectful to local residents. Under no circumstances must students consume alcohol or visit public houses at lunchtime. Late return from break or lunch will not be tolerated. Please note that sixth for students who come to school in cars and park them on the school site are not permitted to remove them during the school day without the permission of a member of the Sixth Form Management Team.

Use of the Learning Resource Centre

The LRC combines library resources with multi-media provision. It provides students with not only a place to read, study and research but also to access one to one support when needed. Enhanced wireless access is available in the LRC and pupils are able to borrow laptops to support independent study. Pupils are welcome to bring their own laptops into school and will be able to access the internet in the LRC although the school does not accept responsibility for pupils' personal laptops. Opening into the Dining Hall, the LRC does provide a flexible space for both class groups and individual pupils. Access is available before school from 8.15am and during break and lunchtimes. An after school Independent Study support club takes place in the LRC on Mondays to Thursdays from 3.45pm to 4.30 pm.

Security of Belongings

In an attempt to avoid boys carrying bulky or heavy items around in their bags every day, the school provides secure lockers. Information regarding this is issued at the start of each Autumn Term. Bags may be stored on the storage racks that are situated around school for a temporary period such as at break and lunchtime.

School Calendar

At the start of each term boys and parents are provided with a copy of our school calendar. This provides details of key events including: Parents' Evenings, visits, important activities and sports fixture arrangements.

Additional calendars containing examination dates are issued to boys taking external exams.

As the calendar is constantly being added to and updated it is recommended that parents consult our website and the weekly Parent Newsletter.

Term Dates and holidays 2017 – 2018

Autumn

Term Starts Wednesday 6 September 2017

Please note that there will be a phased return for different year groups

Half – Term Monday 23 October – Friday 27 October 2017

Term Ends Thursday 21 December 2017 (last day of term)

Spring

Term Starts Monday 08 January 2018

Half – Term Monday 19 February - Friday 23 February 2018

Term Ends Thursday 29 March 2018 (last day of term)

Summer

Term Starts Monday 16 April 2018

Bank Holiday Monday 7 May 2018 (May Day)

Half – Term Monday 28 May – Friday 1 June 2018

Term Ends Friday 20 July 2018 (last day of term)

School Development Days 2017 – 2018 – school closed to pupils

Monday 4 September 2017;

Tuesday 05 September 2017;

Friday 20 October 2017

Please note that there are likely to be two dates in addition to these and parents will be notified separately.

MONEY MATTERS

The Wirral Grammar School for Boys Friends' Programme

An important strength of our school is parent support for our Friends' Programme. We are very proud of the wide-ranging opportunities available for our boys, many of which would not take place without the Fund. An annual donation of £20 or more allows us to maintain a breadth of activities, subsidise travel and pay for some of the 'extras' around the school including visiting lecturers and extra-curricular activities. Donations can be made by standing order or online through Parentmail2.co.uk. All such donations are eligible under the Gift Aid Scheme approved by HMRC by simply signing the Gift Aid Declaration attached to the standing order form.

Making Payments to School

We operate an on-line system for making payments to school through your Parent Mail Account, known as pmx.parentmail.co.uk. All we require is an email address in order that your account can be opened. Increasing numbers of parents are finding this to be a much more convenient arrangement for payments of school visits and trips and cashless catering 'top ups'.

Cashless Purchasing

At Wirral Grammar School we operate a Cashless Purchasing System in our school dining hall. All payments go directly to our approved partner Catering Academy Ltd who provide and oversee the Trusts responsibility to provide a compliant school meals service to all pupils. Boys purchase food using biometric, thumb-recognition technology. This system which requires parents' consent in Year 7, combined with our on-line payment system, means that boys no longer need to carry money to and from school. In addition the system allows parents to see what their sons are purchasing and how much they are spending each day. Boys who are eligible for free school meals are registered onto the system automatically. Each year, new pupils are registered onto the system in September and the arrangements for this are explained separately.

Financial Support for Sixth Form Students

The 16-19 Bursary Fund is a cash-limited fund to help Sixth Form students from low income backgrounds, with the essential costs of attending the Sixth Form, at Wirral Grammar School for Boys. For eligible students, the fund can help towards the cost of essential course-related costs such as travel to school, equipment, books, essential trips, school clothing, and attending university/job interviews.

The main priorities for funding are economically or socially disadvantaged students who need support for learning costs and have financial difficulties. In the current economic climate, the fund can also help with hardship needs arising from a sudden change in circumstances, such as redundancy or a sudden drop in household income.

Grant awards will be targeted towards young people facing financial barriers to education, such as the cost of transport, meals, books and equipment. Payment will be conditional on the student meeting agreed targets set by the school, for example, 95% attendance, standards of behaviour and performance in relation to targets.

Further details of the schemes application packs and eligibility criteria can be obtained from Mr M Askew: Deputy Headteacher /Head of Sixth Form.

Registering for Free School Meals

Parents/Guardians are eligible to apply for free school meals for their son if they receive:

- Income Support, or
- Income –Based Jobseekers Allowance, or
- Guaranteed Pension Credit, or
- Child Tax Credit with a total annual taxable income of less than £16,190 and are NOT receiving Working Tax Credit, or
- Have successfully obtained asylum status, or
- Income related Employment and Support Allowance or
- Universal Credit

The Local Authority manages the application process and parents who consider themselves eligible need to register with them. Registration and application for Free School Meals can be accessed via the Council Website at the following link: www.wirral.gov.uk then select 'free school meals' in the search box. Please note, if you are a foster carer, and receiving a fostering allowance, you are not eligible to claim free school meals for those children you are fostering.

Please note where boys receive free school meals there is no public awareness of this at the time when food is taken to the till. We treat this confidentially.

It is important to apply as this registers your son for the pupil premium; funding available to schools for children who qualify for free school meals via the eligibility criteria. If you don't apply, the school will miss out on funding which could go towards equipment, resources, trips or uniform discounts. If your son prefers to take a packed lunch or make other arrangements, you will still need to register for free school meals for the school to receive the pupil premium funding.

Change in circumstances: If you have a change in your circumstances, for example your son changes school or you or your partner stop receiving any of the benefits listed above, please contact the Local Authority as soon as possible on 0151 606 2002 or email: freeschoolmeals@wirral.gov.uk

In the event of Financial Hardship

It is our utmost concern to ensure that all reasonable steps are taken to ensure boys are able to share in the experiences that our school offers. In cases of genuine hardship, parents should contact the Director of Finance and Resources in writing and mark the envelope 'Private and Confidential'. We can extend the payment period to reduce the amount owing at any given time. All financial concerns are treated with confidentiality. Please note that our funds for this purpose are very limited and usually only small subsidies are available and these are primarily intended for parents of pupils who are eligible for free school meals. Alternatively, if you require assistance with this, please contact the Director of Finance and Resources. Please note that as a result of introducing the cashless payment system the identity of pupils in receipt of Free School Meals remains confidential as they are treated no differently to other pupils.

Charging Policy

We hold dear the notion of "free education" and "entitlement for all". However, in any school environment there are occasions when charges have to be made. Visits that are directly linked to curricular provision, for example, participation in a fieldwork visit, can only take place if sufficient pupils participate and pay the relevant amount. All such activities are subsidised by the school. The financial hardship arrangements will apply for boys who are in receipt of free school meals. Examples of where we have to charge parents include:

- Enrichment visits such as non-curricular day trips, residential visits etc.
- Replacement of lost or damaged exercise books/diaries.
- Exam fees in certain circumstances (separate details are available from school).
- Damage to school property through negligence or malicious damage.
- Additional activities beyond the core provision as required by the Curriculum for example the opportunity to perform and experience an additional task for example, Biology when the opportunity to experience the undertaking of a heart dissection.
- Extra courses beyond the main entitlement.
- For some course booklets and revision guides, where there is a printing cost.

Learning Resource Centre Fines

For most boys this is hardly ever an issue. As with public libraries, fines act as a reminder that books should be returned promptly for the convenience of other boys who may be waiting. All fines are "ploughed back" into resources for our library.

For books and other media on loan, the fine is 5p per school day after the item becomes due, up to a maximum of £5.00 per item. Pupils will be expected to replace lost books or DVDs as well as pay the fine. It is each pupil's responsibility to ensure any item borrowed from the LRC is returned to the Librarian. In order to avoid running up fines pupils should always speak to the librarian as soon as they are encountering difficulties in either returning a book or paying a fine.

PARTNERSHIPS WITH PARENTS

Partnership for Pupils' Achievement

At Wirral Grammar School we believe that education of our boys is a partnership between teachers, parents and the pupils. We appreciate that parents expect, not only to be fully informed about the progress their son is making at school, but also to be involved in their education. Parents of boys at Wirral Grammar School are very supportive and there is a genuine sense of collective responsibility in securing the highest of expectations for our pupils. Parents should always feel that they can contact their son's Head of Year for support at any time.

Home: A Place to Study

Having a space whether it be the bedroom or part of another room in the home in which your son can work is important. Effective, independent learning habits contribute to success. Establishing a routine for study that fits in with home life is also important and this is especially the case when it comes to coursework preparation and exam revision.



Saturday School

At certain times of the year, we operate an additional facility called 'Saturday School'. This is for those students where there are concerns about progress and performance and where we feel that additional supervised time would be of benefit. Boys are expected to attend on a Saturday morning from 9.30am – 12.00 noon. The main purpose of Saturday School is to provide pupils with some extra 'quality time' in which to catch up and progress with their work.

In recent years we have found that an increasing number of boys choose to come into Saturday School because they appreciate the benefit to be gained.

Parents' Evenings

Attendance at parents' evenings is always very high and we strive for 100% attendance.

There is a Parents' Evening for each year group at different times throughout the year. Ahead of a Parents' Evening, boys arrange appointments with subject staff. Please be aware that it may not be possible to see all of your son's teachers because some staff teach more than one class in a year group. In such situations, the class teacher can arrange to provide parents with additional information about their son's progress.

During the course of a Parents' Evening, parents are asked to register their attendance on the "signing in" sheet in the Atrium Entrance. This provides a clear picture of who is present on the evening. Parents will be issued with a "Parents' Evening Guide" to explain where teachers are located. "Parent Surveys" are available for parents to complete and hand in on their departure. Surveys provide valuable information relating to the views and perceptions of parents and carers.

Beyond Parents' Evening, we have an "open door" policy for parents and will be pleased to organise appointments. Where a parent has a concern about their son's progress, they should contact their son's Head of Year.

ICT at Home

ICT provides exciting learning opportunities and we are continuously investing in our ICT at school. The pace of technological change is tremendous and increasingly boys are making use of many types of ICT equipment at home to support them with their studies. There are a number of free applications available on the internet to allow your son to continue to work at home, a list of these with direct links are available on the Student Library Drive via the Office365 portal. Parents who would like advice regarding computer equipment at home are welcome to contact the school and speak with our ICT Strategy Leader.

As a member of this school your son is entitled to download and use the latest version of Microsoft Office Professional on up to 5 devices including tablets and phones, this is accessed through your Son's school email and more information is available on the school's website under E-Services. Students have also been provided with cloud storage through Microsoft's OneDrive for Business. Office365 is only valid whilst your son is at the school, once he leaves the account and license will be de-activated and all emails and files will be deleted.

From time to time issues arise because pupils are making inappropriate use of ICT resources and the internet outside of school. The growth of social networking sites and 'live gaming' for example 'Facebook', 'Instagram', 'Skype', 'X-Box Live' and 'Twitter' have, for a significant minority, become a major distraction for school work. We do our best to advise pupils on how to manage their time effectively and we advise parents to monitor the time pupils spend on such resources. At their best, networking sites provide a means of constructive social interaction between friends. At worst, they become an unhealthy distraction when use becomes habitual. Within school, students learn how to use the internet safely and appropriately, however access to social networking sites is restricted. For information on how you and your son can remain safe on-line at home, please refer to the E-Safety area on our website.

Our Home-School Agreement

Our home-school agreement is a document that has been arrived at through consultation with parents. The agreement defines the expectations that we share as a community from the perspectives of parents, teachers and pupils. Signing our home-school agreement is more than a "paper exercise"; it expresses a sincere commitment on the part of all involved in ensuring that each boy achieves his potential.

Curriculum Guides: Keeping you Informed

At the start of each Key Stage, parents are provided with a curriculum guide to the subjects that your son will be studying each year. These guides provide information about the themes/ topics being studied, how boys will be advised and how parents can support students with their learning.

"Nuntius": our Termly News Publication

At the end of each term or sometimes at the very beginning of a new term, parents will be issued with a copy of "Nuntius". This contains details about events, activities and achievements. Boys contribute their own articles to this publication and it contains dates and reminders for the following term.

From 2015/2016 we intend to start making greater use of issuing Nuntius as an electronic publication. Paper copies will also be available upon request for parents who would like one.

School Website

Our school website is an important source of information and a vehicle for communication between school and home. Our website address is **www.wirralgrammarboys.com**. All letters which are sent home via your son are also emailed from Parent Mail. If you have not given the school your details please email your name, your email address, your son's name and tutor group to **parentmail@wirralgrammarboys.com**

Learning and Teaching

Wirral Grammar has always demonstrated strengths across the whole range of subjects and this is reflected in our excellent examination results. Despite this, all subjects strive to meet the demands and challenges of an ever-changing technological world. In doing so, we hope to provide students with the skills and abilities that will enable them to successfully enter the world of learning and work beyond school.

During our last inspection, Inspectors commented on our "teacher's enthusiasm" and we are making Wirral an exciting place in which to learn for our students and staff. We endeavour to utilise the most successful practices and create an effective learning culture.



Learning On-Line

All boys at Wirral Grammar School have free access to a number of online resources to help maximise their potential. We use Office365 for our Virtual Learning Environment (VLE). This is an online area which teachers regularly upload content which is relevant to the topics being taught. Homework is often set, accessed and marked through Office365 via Ruler. For more information on using Ruler please refer to the Ruler section under E-Services on the school's website.

GCSEPod is packed with revision podcasts to support boys preparing for GCSEs. In addition to the VLE and GCSEPod there are a number of subject specific websites which are regularly used for homework. Parents are asked to encourage their son to make use of these resources. Logon and password details are issued to all students each year and there is a reminder in their Student Planner.

Parents' Association

We have a flourishing Parents' Association at Wirral Grammar School. All parents become members of our PA and we always welcome parents to our committee meetings. During the course of the year our PA holds a range of fund-raising activities and separate notification of these is sent home via pupils. Each year significant sums of money are raised and all of this is invested

in resources for the boys. Examples of recent support include: the financing of a new school minibus, refurbishment of the main School Hall and new equipment to support the School Zumba Band. Members of our PA are always on-hand at school functions: school plays, musical evenings, open evenings etc. Your support would be greatly appreciated.

The Governing Body

Our Governing body includes representatives from our community. Many of our Governors are, or have been, parents of boys attending the school. Our Governors have a wide range of professional backgrounds and are able to provide advice, support and "critical friendships" with regard to strategic development at the school. Governing Body meetings take place every term with additional committee meetings for Finance, Personnel Matters and Health & Safety. The Headteacher prepares a termly report to the Governing Body.

Raising Concerns

While we try to get things right, we are aware that from time to time parents will wish to raise concerns more formally. We believe that the most important first approach is to talk to us about your concerns so that we can investigate and respond. Details of our Feedback Procedure is available on our school website or can be obtained by contacting the school.



Disclaimer

Our Parent Handbook is renewed on an annual basis. To accompany this publication we provide separate information on examination results, staff lists etc. Specific publications provide curriculum details and course information.

While we endeavour to keep our Parent Handbook as up-to-date as possible, changes to school policy do occur from time to time.



WIRRAL GRAMMAR SCHOOL

A Business & Enterprise School for Boys

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