



THE TOWERS

HOMEWORK, MARKING AND ASSESSMENT POLICY

Approved by:	SLT – 6 December 2018
Ownership:	Headmistress
Next Review:	October 2019

1. The policy is applicable to all pupils including those in the Early Years Foundation Stage (EYFS).

2. Related Documents

This policy should be read in conjunction with:

- Curriculum Policy
- SEND & Disability Policy
- Departmental Policy for each subject
- Behaviour, Rewards & Sanctions Policy
- Equal Opportunities Policy

3. Policy Statement

- To enable pupils to make progress according to their ability so that they increase their understanding and develop their skills in the subject taught.
- To ensure that all pupils have their work marked and assessed in ways that will improve their learning, develop their self-confidence and raise self-esteem.
- To encourage the formative development of pupils by setting realistic targets, to monitor progress and standards, give pupil guidance and inform future curriculum planning.
- To deploy sound assessment techniques using an awareness of individual learning styles
- To enable pupils to better understand the meaning of the feedback they receive.
- To promote an ethos of achievement
- To create positive feedback to pupils
- To provide opportunities for self - assessment
- To meet the requirements of the regulatory bodies such as the QCA, and the relevant Awarding Body
- To provide a coherent assessment structure for greater consistency of marking and assessment throughout the school.
- To inform, and enable parents to understand, the marking criteria.

4. Practice

- Teachers of pupils in KS2 should use WALT or WILF to share the learning outcomes with the pupils. In KS3 & KS4 these will be Learning Objectives.
- Teachers should assess all pupils' work, including homework and notes, regularly for accuracy, progression and completion
- Pupils should receive prior guidance on what will be assessed and the criteria for marking.
- Teachers should look for strengths and comments made should be linked to learning objectives or targets.
- Assessment tasks should be suitably differentiated by content or outcome.
- Encouragement and praise is to be preferred to reprimand, and should focus on the task rather than the individual. Comments should be designed to encourage the pupil to improve their work.
- With the exception of projects and coursework, assignments must be marked and returned as soon as possible after they have been submitted.
- Where appropriate peer assessment is to be encouraged and pupil self-assessment should happen at regular intervals.
- Teachers may reserve the right not to correct work, which is submitted late and marks may be deducted.
- Work should be marked/graded as appropriate for each subject for summative learning.
- Where longer feedback is required it may be given in written or verbal form, but this intention should be recorded on the child's work.
- A teacher will need to acknowledge when unfinished work needs to be completed.
- Ensure that work is corrected in such a way as to encourage the pupil, does not deface the work, gives evidence that it has been respected and give positive guidance for improvement, avoiding discouraging over correction and inviting discussion with the pupil.
- Staff should not only attend to marking subject- specific content but give pupil guidance in quality of written communication or numeracy as appropriate, and advise as to how work can be improved.
- Marking should be done in a different colour ink from that used by the pupil.
- Each time 'marked work' is returned within a lesson, pupils should be given a short time to reflect upon their work and progress, recording both on a Self-Evaluation Sheet. Pupils are encouraged to respond to teachers' feedback using their purple pens.
- For KS4 GCSE grades should be used for summative assessments using the marking system of the Awarding Body.
- For some tasks 'tick and flick' marking without a grade may be appropriate in place of formative assessment however this should be on an occasional basis.
- Homework or test material completed by pupils in the Seniors with obviously unacceptable effort may be required to be re-done by the pupil during detention.
- Where pupils have been asked to re-do their work due to its unacceptable standard it is advised that staff retain the original as evidence for parents.
- Good work may be rewarded by the use of merit marks, symbols, stickers, stamps, and in the Junior School 'bon points'.
- An outstanding item of work can be nominated for a 'Head's Award'.
- Consistent pupil performance may be rewarded by certificates for Excellence or Progress awarded at a Marks Reading assembly for Senior School, or Merit Badges in the Juniors.
- Where all staff are in agreement that a senior pupil gives evidence of consistent diligence throughout the year a Certificate of Constant Application may be awarded at senior prize giving.

5. Monitoring and Evaluation

- 5.1. Periodically, work scrutinies will be undertaken to monitor the implementation of this policy. This will take the form of the SLT requesting a variety of books or during the course of a subject audit and subject leaders checking their department's work. The desired outcomes for this policy are an improvement in pupils' learning and greater clarity amongst pupils/parents concerning individual achievement and progress.

Empowering pupils to improve their own work is a main aim. Pupil self-assessment and targets sheets are persuasive tools in this regard and are routinely used across the subject areas; Pupils are encouraged to evaluate their own progress, set themselves targets and take responsibility of their own learning. Self-assessment sheets such as the one below, will be used by pupils to do so and to inform teacher planning.

Topic				How I can improve
Ma Maison			X	Revise my vocab thoroughly

- 5.2. It is to a teacher's advantage to give the 'inspector' as much information as possible when they are scrutinising work. A post-it may indicate when pupils have been working on controlled assessments for some time or when ICT work is on display (i.e. not evident).

- 5.3. It is also of great benefit if pupils are trained to annotate work:

CW	Classwork
HW	Homework
EW	Extension Work
	Listening Exercise
	Speaking Activity

6. Outcomes

- 6.1. An improvement in pupil attainment in line with and beyond National expectations.
6.2. Consistency in teachers' marking across all the key stages and between year groups.
6.3. An awareness on the part of the pupils of what is expected of them.

Assessment

In the Seniors, pupils complete subject end of topic tests and have more formal tests in February and May, when the results are used to build their academic progress flightpaths, against which their progress across the school can be measured.

Reports are sent to parents roughly every half term. These reports comment on progress, effort and give a strategy for improvement in a subject. Parental and pupil feedback in response to the report, enable pupils to set their own targets.

In the Juniors, the children have a test in Literacy and Numeracy at the end of each term. These tests monitor progress against the standards expected for their age. Children from Year 2 take INCAS tests each year, which enable us to measure developed ability and mental mathematical skills.

In Reception, the children are assessed at the end of each term against the early learning goals. Every half term the parents either receive a progress report or have the opportunity to attend a parents' evening.

HOMEWORK

Practice

All pupils from Reception to Yr 11 should receive homework tasks according to their age and level of attainment.

The time spent on homework should be as follows: -

Reception, Yr 1 & 2 – 10 minutes reading plus tasks set by teacher

Yrs 3 & 4 – a task taking 20 minutes + 10 minutes' reading

Yrs 5 & 6 - a task taking 30 minutes + 20 minutes' reading

Yrs 7 & 8 – 20 minutes' per subject per week, other than English and maths, which give 40 minutes per week

Yr 9 – a task taking 30 minutes per subject per week, other than English and maths which give 1 hour per week

KS4 – 10.5 hours per week.

The above times are approximate as people work at different rates. No pupil should, however, be spending an excessive amount of time on homework on a regular basis. Tutors should be informed if this is the case.

It is the ethos of the School that homework should not prevent the pupils from participating in a full range of extra-curricular activities, which they can pursue in the evenings or at the weekend.

Homework is not set over half term holidays for Years 7-10 (pupils may wish to use these breaks to prepare for upcoming tests and examinations). Homework may be set over the longer holidays, especially in Years 10 and 11, but the expectation is that this work will be to support their independent revision programme and should not be overly prescriptive. We hope to encourage an independent learner, who can manage their time successfully.

Year 7- *incomplete weeks at the beginning or end of any term are 'homework free'. Homework should not be set until the first full week of the autumn term or no earlier than week 2.*

Key Stage 3 and 4 – *'Homework free' time around school residential trips, whole school productions and late night school events. These timings and dates will be set by SLT as and when they arise.*

Years 10/11 - *a target of 1 hour per subject, per week is expected. As the average number of subjects taken is 9, this amounts to a total of 10.5 hours per week.*

All homework will be set on the school's VLE (Firefly) and is accessible to pupils only (not through a parent log on).

Staff are committed to setting homework. Senior homework will be timetabled at the beginning of the academic year to ensure an even spread of subjects throughout the week. Pupils in years 3-11 will be provided with a homework diary/planner, in which to record the tasks set and all homework tasks will be put on Firefly. Parents are requested to monitor this and contact the school if there appears to be a problem or make a note in the homework diary for the teacher. Form teachers in Key Stages 2 and 3 will check the diaries. Some homework tasks may involve research and internet access may be required.

All homework should be completed at home or during study time. Pupils are to be discouraged from hastily completing work during the break and lunch-time to avoid having to take work home. Those pupils, who complete their homework in less than the time stated should be encouraged to use the remaining time by reading suitable literature.

Pupils will be encouraged in the use of ICT skills for the completion of their homework when this is appropriate and possible.

Homework should be marked and evaluated within a reasonable time after submission. Work and projects submitted late may not be marked or will be marked in such a way that those submitting late work do not gain unfair advantage. Senior pupils submitting work late may be given a housemark.

Pupils who fail to hand in homework, or submit work of an unacceptable standard may be asked to repeat the work or to complete the work during lunchtimes, possibly in subject clinics. A lunchtime may be given for persistent homework offences. For seniors there is also detention on Friday at 4pm, where a large amount of homework is outstanding.

Parents are advised that, while it is recognised that involvement in clubs and activities in the evenings are desirable for pupils' social development, they are requested to ensure that this does not reach proportions where homework is neglected. In partnership with the staff, parents are expected to oversee their children's study to an appropriate degree, ensuring that pupils have a suitable environment for study.

A period of supervised study is available for pupils between 4 - 5pm. Supervision is available for Juniors until 6 pm, during which time appropriate activities are available, this may include study.