



POLICY 35

HOMEWORK, ASSESSMENT, MARKING & REPORTING POLICY

Policy reviewed by	Director of Teaching and Learning & Head of Prep
Governors' Committee	Education & Pastoral
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TRURO HIGH SCHOOL

HOMEWORK, ASSESSMENT, MARKING & REPORTING

1. Introduction

This policy is applicable to all pupils in the School, including those in EYFS.

Truro High School recognises that assessment, marking and reporting have vital roles to play in supporting the academic and social development of pupils. They provide the means whereby pupils' performance and progress is monitored on a regular basis in order that they can review their development together with form tutors and class teachers and set new targets for higher performance and academic growth. The School believes that assessment, marking and reporting should be positive and motivating. Clear targets should be set for each pupil.

The School believes homework is an important part of the learning process. The aims of setting homework are:

- To reinforce and support the understanding of work covered in class;
- To enable pupils to develop research skills and become independent learners;
- To help establish effective time-management routines;
- To develop enquiry and love of learning via projects (passion or curiosity projects);
- To enable reflective learning practices;
- To provide evidence of a pupil's effort and performance over a prolonged period.

These aims will be achieved by a regular programme of tasks to be completed outside normal lesson times, but with the support and guidance of teachers and parents/carers.

The School aims to:

- Identify the pupils' learning needs and to ensure that all pupils have an equal opportunity to achieve according to their performance, and to any Special Education Needs or Disabilities (SEND);
- Evaluate and monitor pupils' progress and performance through a range of appropriate formal and informal assessment;
- Allow pupils to identify their strengths and weaknesses and to become aware of what they need to do to make progress;
- Encourage pupils to review their work on a regular basis;
- Provide opportunities for pupils, teachers and form tutors to agree targets for higher performance levels;
- Encourage pupils to develop their High Performance Learning skills (and this should be included in teacher feedback);
- Communicate pupils' progress and performance to parents/carers, clearly and regularly, utilising High Performance Learning language where possible;
- Give teachers the opportunity to evaluate their own planning and teaching;
- Support the ethos of positive encouragement.

This policy should be read in conjunction with the following school documents:

- Curriculum Policy
- Learning Support Policy
- EAL Policy
- Equal Opportunities Policy

- High Performing Pupils Policy (formerly A, G+T)
- Admissions Policy
- Parent Handbook.

2. Homework

Guidelines for the amount of homework each year group should receive are set by the Director of Teaching and Learning, in collaboration with the Director of Academic Operations for the Senior School. Form Tutors produce homework timetables for each form (in Years 7-9) according to these guidelines at the beginning of each academic year.

Teachers are responsible for setting homework and for marking it in line with school policy.

In the Prep School, daily tasks of reading, spelling and mental maths practice are expected. All other home learning is optional, taking the form of independent curiosity projects.

Pupils should normally complete homework at home, but there are supervised homework clubs in both the Prep and Senior Schools each weekday, after school.

No extra homework will be set in the holidays for pupils in the Prep School or those up to and including Year 9 in the Senior School. Optional tasks can be set but cannot be enforced. Homework may be set for pupils in Years 10 to 13 in the holidays in preparation for public examinations.

3. Assessment

Pupils will be assessed regularly through:

- The evaluation and marking of classwork;
- The evaluation and marking of homework;
- Subject assessment and tests;
- End-of-year examinations;
- Mock GCSE and A Level examinations.

Prospective pupils are observed or sit entrance tests as outlined in the School's Admissions Policy. In addition, pupils sit baseline tests in EYFS (BASE), Preps 2-6 (GL), Year 7 (MidYis), Year 10 (YELLIS) and Year 12 (ALIS). The data provided by these tests are used in pupil tracking and target-setting.

Pupils in the Senior School will review their performance:

- With subject teaching staff following class or homework assignments or end-of-year examinations;
- With parents/carers following Interim Reports, end-of-year examinations and Full Reports;
- With form tutors at the tutor review meetings.

Parents/carers in both the Prep and Senior Schools will receive information about their daughter's performance levels at Parents' Evenings or through either an Interim Report or a Full Report each term. Details of the reporting cycle are found in the Parent Handbook.

In the Senior School, in order to ensure consistency in assessment, most classwork, homework and examinations in Years 7-9 will be graded A*-E. In Years 10 and 11 the GCSE grades are 9-1. The same grading will also be used on Interim Reports and Full Reports. Approaches to Learning (*how* pupils learn, specifically focusing on the High Performance Learning competencies) are also included on the reports, focusing on pupils' cognitive thinking skills and learning behaviours, as without these vital skills, learning may not happen successfully.

At A Level, the grading system will correspond to the schemes and standards laid down by the A Level examination boards. Approaches to Learning (*how* pupils learn / HPL competencies) are also included on

the reports, focusing on pupils thinking skills and learning behaviours, as without these vital skills, learning may not happen successfully.

Faculties in the Senior School and the Prep School conduct their own internal moderating procedures to ensure standardisation of grading. This is monitored by Heads of Faculties via learning walks, work scrutinies and standardisation meetings.

EYFS Early Learning Goals are moderated alongside other local schools and the Local Authority.

4. Marking

The marking policies of each faculty in the Senior School and the Prep School have the same core ethos, although there may be minor adjustments to cater for specific subject requirements.

Marking focuses on positive and constructive comments and pupils should be given a clear indication of their level of performance and advice on how to improve upon their work and targets set accordingly. Success criteria should be shared with and understood by pupils. It should incorporate High Performance Learning language, so pupils are aware of how these competencies align with national curriculum and grade assignment. There may be occasions when a teacher prefers not to indicate every error – to encourage extended work or to avoid discouraging effort – and hence there is flexibility in the marking policy which relies on the professional judgement of the teacher. High Performance Learning indicators should be included on some or all Key Stage 3 mark schemes, and may be added to some Key Stage 4 or 5 mark schemes, where appropriate.

There should be regular opportunity for oral feedback between teacher and pupil, and pupils should be practised in self-assessment. Peer assessment should also be encouraged. Many subjects have adopted comment-only marking for individual pieces of work, giving a grade only for more formally-assessed pieces. Comments should include a positive aspect about the work and a target to help the pupil improve further. At regular intervals, Heads of Faculty and the Head of Prep carry out a moderation procedure of work submitted by pupils.

Teachers keep their own records of marked work, which should be up-to-date and accessible to the Head of Faculty when necessary.

End-of-year examinations in the Senior School are graded across the whole year group and grades recorded on the end-of-year report.

5. Monitoring

Monitoring in EYFS

Children in the EYFS are assessed by the EYFS Early Learning Goals. Teachers base their judgements on daily and weekly observations and assessments which form the basis of an Early Years Learning Profile for each child.

Pupils undertake Baseline assessment tasks (BASE) within the first half term and again in June to monitor progress.

Monitoring in the Prep School

Small classes enable the teachers to assess the children informally on a daily basis. In addition to this, the following information is available to class teachers for monitoring academic progress:

- Report or assessment grades each term;
- GL data;
- Termly adaptive Maths Testing (NGMT);
- Termly moderated writing assessments;
- Results of subject tests (e.g. spellings, times tables, mental arithmetic);

- Homework and classwork.

Targets are set for pupils in Mathematics and Writing based on this information.

Class teachers monitor pupil progress to identify pupils who may need extra support and/or specific intervention. Pupils of concern are raised at staff meetings and with the Learning Support Centre, as required.

Monitoring by faculties in the Senior School

The following information is available to faculties for monitoring academic progress:

- Report or assessment grades each term;
- Internal/external examination results;
- MidYIS/YELLIS/ALIS data;
- Results of subject tests;
- Homework and classwork.

Target grades are set for pupils in each subject based on this information, but are usually at least ONE grade higher than the baseline data suggests (as an aspirational target). Pupils can discuss moving their target up or down, with their teachers or tutors. This is to encourage pupils to take responsibility of their learning and be part of the discussion, reflecting the High Performance Learning pedagogy ('with students', not 'to them').

Heads of Faculty monitor pupil progress and liaise with subject teachers within their faculties to identify pupils who may need extra support and/or specific intervention. Pupils of concern are raised at the Heads of Faculty meetings, tutor meetings and staff meetings, and with the Learning Support Centre, as required.

Monitoring by form tutors in the Senior School

All staff have access to the baseline assessment data and have copies of internal and external examination results. In addition, form tutors receive print outs of report/assessment grades for each individual pupil in their form termly. Form tutors monitor the overall progress of their tutees and liaise with subject staff and/or Heads of Faculty as appropriate. Form tutors encourage pupils, recognise achievement and offer guidance and advice.

If concern warrants it, the form tutor will circulate a comment to all relevant teachers. The comments will be reviewed by the form tutor and the Director of Teaching and Learning and the appropriate action taken. This may include an interview with the pupil, with the pupil and her parents/carers and/or a request for Learning Support or EAL involvement.

Monitoring in the Sixth Form

Formal monitoring of Sixth Form pupils takes place termly. Staff and the pupils themselves grade their progress, performance and effort. The 'attainment' or performance grades take into account classwork, homework, test results and the professional judgement of staff and are intended to give a realistic idea of the standard of work achieved in relation to examination prospects. Targets are set with the help of ALIS data. Progress is monitored by tutors and, if concern warrants it, the tutor will inform the Head of Sixth Form, who will consult with subject teachers and take the appropriate action. This may include an interview with the pupil, with the pupil and her parents/carers and/or a request for Learning Support or EAL involvement.