



WALTHAMSTOW HALL  
SEVENOAKS

## **PUPIL ASSESSMENT POLICY**

### **Incorporating Assessment, Recording, Reporting & Monitoring Also includes Marking Guidelines and Homework Policy**

This policy should be read in conjunction with other policies with which it is closely linked, e.g. Curriculum, Learning and Teaching, SEND, More Able and Talented.

#### **Rationale**

At Walthamstow Hall we aim for every pupil to achieve their full potential. We believe this will be accomplished through a close partnership with parents, pupils who take responsibility for their own learning, and committed and skilled staff. Whilst assessment serves a variety of purposes, the overriding aim of this policy is to help pupils know what they are doing well and what they need to do to improve.

#### **Aims**

- to provide the basis of informed teaching, helping pupils to overcome their difficulties and to ensure that teaching builds on what has been learned
- to provide the means whereby pupils understand what they have achieved and what they need to work on and to motivate them to make further progress
- to improve standards, not merely to measure them
- to enable the active involvement of pupils in their own learning by providing effective feedback and giving them an understanding of the learning requirements in different subjects and the routes to improvement
- to provide qualitative and quantitative information which can help parents to understand their daughter's strengths, weaknesses and progress
- to provide information which can be used by departments and management to plan for individual pupils and year groups
- to benchmark and then track pupil performance across the years and against identified comparison groups and identify those pupils who are more and talented as well as those who are at risk of underperforming
- to evaluate the effectiveness of intervention strategies at defined waypoints
- to recognise and value a wide range of achievements
- to provide information which can be used to evaluate the school's performance, as well as individual departments' and individuals, against previous attainment over time and against national standards (ALIS/MIDYIS/CATS)
- to provide reliable and informed predictions towards the next stage in their education/career

## **Definitions**

Assessment may be formative (**Assessment for Learning**) or summative (**Assessment of Learning**). Assessment for Learning has been defined as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. Assessment for Learning emphasises:

- the active involvement of pupils in their own learning
- the provision of effective feedback to pupils
- a recognition of the profound influence assessment has on motivation and self-esteem of pupils, both of which are crucial influences on learning
- the need for pupils to assess themselves and understand how to improve (including self-assessment and peer assessment)
- adjusting teaching to take account of the results of assessment.

Formative assessment promotes future learning. Summative assessment – assessment of learning – measures what has been achieved against specific criteria and essentially measures and describes past learning. Both forms of assessment are essential parts of the learning process and are integral to this policy on assessment at Walthamstow Hall.

## **Good Assessment in Schools**

At Walthamstow Hall we aim to fulfil the requirements of a good assessment system outlined by ISI documentation in 2019 which:

- is well led and supports the planning of teaching
- involves teachers in marking and setting targets
- uses data effectively to monitor and support progress
- involves pupils by setting subject targets and by using pupil planners communicates effectively with parents.

## **Roles and Responsibilities:**

### **Senior School:**

#### **The Headmistress**

The Headmistress is responsible for ensuring that:

- pupils follow agreed specifications and are entered for public exams as appropriate and relevant
- there is a well-managed tutorial system that requires and enables tutors to monitor the performance of the pupils in their tutor groups
- public exams and any national tests are applied according to the statutory framework
- marking of pupils’ work complies with the school’s overall marking guidelines and is used to motivate pupils and to provide them with specific guidance on what further development is required
- a database of pupil attainment is used to track individual progress
- all pupils receive regular written reports for each subject as appropriate
- parents are kept informed about their daughter’s progress and attainment where appropriate relating to national tests and examinations

- relevant continuous professional development (CPD) is provided for staff when new developments in assessment arise
- a suitable range of data is employed and analysed in conjunction with other evidence. It is used as a baseline to monitor and review individual pupil progress, especially to identify signs of under achievement or unusual potential and to help set targets for the pupils and subject departments
- departmental assessment policies are consistently modelled on the school policy
- wherever possible an effective management information system (iSAMS) supports teaching and learning.
- the School provides regular opportunities for formal and informal parental consultation

### **Heads of Department**

HODs are responsible for ensuring that:

- their departmental assessment policies reflect and are in accord with the aims and principles outlined in the **Whole School Assessment Policy** and that these are translated into practice in their own subject areas
- subject staff in their department have a common understanding of their department's assessment policy and implement it consistently
- the quality of marking of pupils' work is regular, consistent and thorough, with diagnostic comments for individual improvement as appropriate. Marking should be as consistent as possible within departments
- pupils in their subject area are provided with assessment and marking criteria in that subject as appropriate
- subject staff have and understand the relevant assessment criteria for examinations in their subject area as appropriate
- all teaching staff within their subject area have relevant baseline data and any other performance information to help inform planning and teaching
- their subject staff have the relevant information for pupils identified as having special or individual needs and that lesson planning reflects individual needs
- all members of their department set homework which is relevant and has an appropriate level of challenge
- methods of reports on pupils are consistent within their department
- at GCSE, IGCSE, A Level and Cambridge Pre-U, pupils are encouraged to assess samples of work, including their own, against grade criteria
- results of assessment are used to inform further planning and differentiation
- they monitor the quality of consistency of marking in line with department policy which, in turn, reflects whole school policy.

### **Teaching Staff**

All teaching staff are expected to ensure that:

- pupils are actively involved in their learning and self-assessment of progress
- assessment builds pupils' motivation, confidence and self-esteem
- lessons begin with clear expectations and learning objectives are shared with pupils. These are reviewed at the end of the lesson or series of lessons
- each pupil receives feedback about the standards of their work, although this may not always be in writing
- when work is returned, pupils are given written or spoken comments that combine clear evaluation with sensible advice and manageable action points
- they contribute to the development of literacy, numeracy and ICT as well as oral skills wherever possible through assessment within the teaching of their subject

- feedback from tests and exams should be positive, respecting the abilities of all pupils and aiming to build confidence as far as possible.

### **Form Tutors and Pastoral Heads**

Form Tutors in conjunction with Pastoral Heads (Head of Sixth Form and Heads of Middle and Lower School) are expected to ensure that:

- the performance of pupils in tutor groups is effectively monitored
- form tutors and subject teachers work co-operatively to share and use information effectively
- there is liaison between subject teachers and form tutors in the use of data and other assessment information to review the performance and expectations of pupils
- a productive dialogue is maintained with the pupils about their progress
- they monitor the use of student planners by pupils to ensure that pupils use them systematically to help manage their workload and deadlines
- pupils have regular opportunities to discuss their academic progress and personal development with their tutor and such dialogue helps them to maximise their potential
- there is a strong partnership with parents, based on frequent, regular, personal and pertinent communication which helps the pupils achieve their best
- the pupils in conjunction with the tutor will identify areas of particular focus from the subject targets.

### **Pupils**

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- setting targets for their own learning
- using their student planners effectively to help plan and manage their workload and meet deadlines.

## **REPORTS – SENIOR SCHOOL**

Our reporting arrangements play a crucial role in informing parents about their daughter's progress and development on a regular basis.

### **Rationale**

Through the year, pupils receive feedback via full reports (twice) and grades slips. The timings for these vary by year and are detailed below.

### **Full reports**

- Reports are written using iSAMS.
- Full names of pupils should be given in report headings and in the body of the report, except where stated otherwise on the official school lists.
- Cutting and pasting within the body of the report are not permitted.
- All reports have a section headed 'Area for Development' where staff should identify specific aspects of a pupil's progress which could be developed further. Staff names should be typed at the end of this section, using title, initial and name.
- Predicted grades: the report for GCSE/IGCSE pupils includes a grade for achievement and a predicted grade for GCSE/IGCSE. The Y12 reports include a

grade for achievement, a MEG grade (Minimum Expected Grade using the ALIS projections) (and a predicted grade for A Level/Pre-U in the summer term). Y13 reports include a grade for achievement and a predicted grade for A Level/Pre-U.

- Achievement and Effort Grades should be recorded on the reports using iSAMS.

### **Timings of reports:**

#### **Autumn term.**

- All years have full reports which are sent home on the last day of the Autumn term.
- Grade slips for all pupils are completed and sent home at half term

#### **Spring Term.**

- Grade slips giving mock exam results are sent home to Y11 prior to the consultation evening in late January.
- Grade slips for Y13 are completed and sent home at half term.
- Y11 and Y13 have full reports which are sent home on the last day of the Spring term.
- Grade slips for Y7, Y8, Y9, Y10 and Y12 are sent home on the last day of Spring term.

#### **Summer Term**

- Y7, Y8, Y9 Y10 and Y12 have full reports which are sent home on the last day of the Summer term.
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## **GRADES**

### **Achievement grades**

#### **Years 7 to 9**

These grades are for term work:

A\* = excellent A = very good B = good C = fair D = weak E = poor

#### **Years 10 and 11**

Grades 9 to 1 are used and should be realistic with regard to GCSE/IGCSE standards.

Each Head of Department is responsible for ensuring a standard departmental comment is included in Y10 reports to comment on how achievement grades are set.

#### **Sixth Form**

**Current attainment grades** should reflect A Level and Pre-U performance to date:

A\* A B C D E for A Level and D1 to P3 for Pre-U.

**MEG (Minimum Expected Grade)** is a statistically generated blended grade based on national assessment data – i.e. from both ALIS test results and also I/GCSE results. These grades relate to A Level and Pre-U results and are first made available to Sixth Form students in the Autumn term of Y12. These grades are made available to all teaching staff.

**Effort grades** reflect the effort the pupils have put into their work over the term.

*	Excellent effort. In addition to the meeting the criteria for */+, the pupil seeks and/or takes opportunities to develop learning beyond the scope of the curriculum. These could include (but are not limited to): attempting extension questions; seeking support outside of lessons; attending enrichment activities; actively helping others in their learning.
*/+	Good effort. The pupil remains focused in lessons, listens carefully to staff advice and completes work to the best of her ability. She is punctual to lessons and is also organised, bringing all expected equipment. She meets deadlines for homework and completes this thoroughly. She is engaged in lessons and contributes to class discussions.
+	Satisfactory effort. The pupil is largely focused but there are occasional lapses in one or more of the following areas: punctuality with homework; quality of work produced; bringing the correct equipment; attentiveness in lessons.
+/-	Below satisfactory effort. The pupil has more persistent lapses in the areas outlined above. Staff will have recorded issues in the pupil's planner and discussed with her tutor. Parents may have been contacted.
-	Poor effort. This grade should only be awarded if there is no improvement following previous awarding of +/- . Parents can expect to have been contacted and there would have been discussions involving tutors and Heads of Year.

## Recording Grades and Results

### Achievement and effort grades

These grades are written on all full reports and are entered in iSAMS.

Effort grades are written on all grade slips and are entered in iSAMS. With the exception of Y7 and Y10 grade slips for the Autumn half term, achievement grades are also written on all grade slips and entered in iSAMS.

### Exam results

Students who have done I/GCSE mock exams in January have a results sheet sent home. These show the exam mark and GCSE grade equivalent. Results are entered on iSAMS.

Y13 mock exam results and A Level/Pre-U grade equivalent are recorded on their end of term full reports.

## REPORT EVALUATION and TARGET SETTING

The purpose of report evaluation and target setting is to enable pupils to evaluate and take responsibility for their progress. Time is allocated for 'report reading' at the end of terms when pupils discuss their progress with their tutors and identify areas for development. They then complete forms to evaluate their reports and set targets. These targets are recorded and monitored by tutors. Pupils should set 'SMART' targets which are:

**S**pecific

**M**easurable

**A**chievable

**R**ealistic

**T**ime constrained

## **PARENTAL CONSULTATION EVENINGS**

- Parents' evenings are an important link with parents and a support for learning. If each pupil is to achieve her potential it is essential that parents and guardians understand subject requirements, how best to support their daughter at home and how to make sure that homework and coursework deadlines are met.
- Parents' evenings are held annually for each year group. Dates and times are published in the Calendar and in the student planner.
- They are run on an appointments system. Parents make appointments one to two weeks in advance of the meeting using an on-line booking system. A page has been allocated in the student planner for this purpose and for pupils to keep a record.
- Each appointment is for five minutes for Years 7-11 and ten minutes for the Sixth Form.
- Pupils from Year 9 upwards are encouraged to attend parents' evenings with their parents.

## **EXAMINATIONS**

All of the necessary information regarding exams, both public and internal, are issued in advance by the Examinations Secretary. School exams for Years 7-10 and Y12 are held in the summer term. Mock exams for Year 11 are held in January and for Y13 after Spring half term.

The Learning Support Coordinator will issue an updated list of pupils who are entitled to extra time in exams in the run-up to public and school exams.

### **Arrangements for Monitoring and Evaluation**

Heads of Department and subject leaders oversee marking and assessment practice within their areas of responsibility. This includes lesson observation and sampling of work. The Headmistress (and leadership team) has overall responsibility for ensuring that whole school policy is reflected within individual departments and subject areas. She will report regularly on this to the Governing Body.

## Junior School:

### The Headmistress

The Headmistress is responsible for ensuring that:

- pupils are prepared for Senior School entry
- there is a well-managed system that requires and enables Form Teachers to monitor the performance of the pupils in their forms and ensures consistency of assessment practice
- public exams and any national tests are applied according to the statutory framework
- marking of pupils' work complies with the school's overall marking guidelines and is used to motivate pupils and to provide them with specific guidance on what further development is required
- subject teachers liaise regularly with Form Teachers about pupils' progress
- subject leaders ensure moderating of levels of attainment with subject teachers
- a database of pupil attainment is used to track individual progress.
- Early Years 2 to Year 6 pupils receive a written report for each subject in the Autumn Term, Year 5 receive a written report in the Spring Term and the remainder of the Junior School receive a written report at the end of the Summer Term
- parents are informed about the results obtained by their children in CATS and formal assessments through Parent Consultation evenings
- relevant CPD, through regular Teaching and Learning meetings, is provided for staff when new developments in assessment arise
- data is used as a baseline to monitor and review individual pupil progress, especially to identify signs of under achievement or unusual potential
- subject assessment policies are consistently modelled on the Junior School policy
- an effective management information system (iSAMS) allows individual teachers to access information independently and allows new data to be entered easily and processed when required.
- there are three parent-teacher consultations for each year group throughout the year.

### Subject Leaders

Subject Leaders are responsible for ensuring that:

- their subject policies reflect the assessment practice in the subject and are in accord with the aims and principles outlined in the **Whole School Assessment Policy** and that these are translated into practice in their own subject areas
- subject staff have a common understanding of their subject's assessment policy and implement it consistently
- the quality of marking of pupils' work is regular, consistent and thorough, with diagnostic comments for individual improvement as appropriate. Marking should be entirely consistent within Year Groups
- all teaching staff within their subject area have relevant CATS data and any other performance information e.g. standardised data for Reading, Progress Tests in English, Maths and Science to help inform planning and teaching
- subject staff have access to the relevant Individual Educational Plan (IEP's) for pupils identified as having special or individual needs and that lesson planning reflects individual needs

- all teachers of the subject set homework which is relevant and has an appropriate level of challenge
- results of assessment are used to inform further planning and differentiation
- they monitor the quality of consistency of marking, through book scrutiny, in line with subject policy which, in turn, reflects whole Junior School policy.

### **Subject/Form Teachers**

All teaching staff are expected to ensure that:

- pupils are actively involved in their learning
- assessment builds pupils' motivation, confidence and self-esteem
- lessons begin with clear expectations and learning objectives are shared with pupils. These are reviewed at the end of the lesson or series of lessons
- each pupil receives feedback about the standards of their work, although this may not always be in writing
- when work is returned, pupils are given written or spoken comments that combine clear evaluation with sensible advice and manageable action points
- there is a strong partnership with parents, based on regular, personal and pertinent communication which helps the pupils achieve their best
- they meet regularly with the subject leaders to discuss assessment results and monitor progress
- assessments inform planning.

### **Junior School Assessment For Learning**

The Assessment Leader and subject teachers will ensure that:

- various approaches are used including teacher-devised tests, self-assessment, observations of work and learning, oral assessments
- marking of work is continuous and ongoing in accordance with the Junior School Marking Policy

### **Junior School Assessment of Learning**

The Assessment Leader and Head of Pre-Prep will oversee:

- transfer profile on entry to school
- completion of Foundation Stage profiles by EYFS 2 teachers
- completion of CATs in Year 3 to 6 in the Autumn Term
- completion of GL Assessment progress Tests in English, Maths and Science for Years 1 to 6 in the Summer Term
- completion of Baseline Assessments in EYFS 2 in the Autumn and Summer Terms
- agreed levelling of pieces of work – part of the Teaching and Learning meetings training
- examples of levels of work to be collated by the Assessment Leader

### **Arrangements for Monitoring and Evaluation**

Subject Leaders, with the Director of Studies(SS), Assessment Leader(JS) and Headmistress, oversee marking and assessment practice within their areas of responsibility. This includes lesson observation and sampling of work. The Headmistress (and leadership team) has overall responsibility for ensuring that whole school policy is

reflected within individual subject areas. She will report regularly on this to the Governing Body.

This policy has regard to the guidance issued by the Secretary of State.

***Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.***

Revised Feb 2020  
Date of next review Feb 2021

Signed: .....Date: .....

Mrs J Adams  
Chairman of the Governing Body

List of Appendices:

1. Senior School Marking Guidelines
2. Junior School Marking Guidelines
3. Senior School Homework Policy
4. Junior School Homework Guideline

## **Appendix I** **SENIOR SCHOOL MARKING GUIDELINES**

These marking guidelines should be read in conjunction with the Assessment Policy, of which they form an integral part.

- Each Department's marking procedures must reflect the whole school Assessment Policy.
- There must be consistency of procedure *within* Departments.
- Departmental procedures should be clearly stated in Department Handbooks.
- The system of marking used by each Department should be clear to the pupils and understood by parents. ***It is good practice for all subjects to give each pupil details of their marking procedures which pupils keep in their books/files.***
- At GCSE, IGSCE, A2 and Cambridge Pre-U, marking is carried out using the assessment criteria from the relevant examination board, where appropriate.
- At KS3 (Years 7 – 9) there is some flexibility and a variety of different marking systems can be used by Departments (e.g. A, B, C; 8 out of 10) as long as pupils know and understand the grades used.
- The achievement grade awarded at the end of a term should reflect the marks given for work done at home and in class as well as oral work where appropriate.
- All pupils should have their work marked/assessed frequently and a record kept by each of their teachers. Work should be returned to the pupils as soon as possible, ideally by the next lesson. Oral feedback, individually and collectively, should be provided where appropriate.
- Comments should, as far as possible, show the pupil how to improve.
- Spelling, punctuation and grammar should be corrected. There is a list of commonly misspelled word in the student planner.
- Particularly good work should be recognised in the marking process in accordance with the Rewards and Sanctions Policy: verbal praise, House Point and/or comment in planner, an entry in the Headmistress's Commendation Book for outstanding work.
- Incomplete or unsatisfactory work should be addressed in accordance with the Rewards and Sanctions Policy: verbal warning, comment in planner, lunchtime detention, after school/Friday detention, put on 'report' along with a possible interview with parents.
- Staff should be aware of and sensitive to the individual needs of pupils in their marking, particularly those with individual needs and they should take account of these in their marking.
- When marking coursework, interim deadlines should be set; there must be frequent monitoring with parents informed if deadlines are not met; exam board guidelines should be followed

## **Appendix 2**

# **JUNIOR SCHOOL MARKING GUIDELINES**

### **Marking pupils' work**

We seek to encourage all pupils to undertake a variety of work, which is commensurate with their ability, and which seeks to realise their potential.

When marking the work of our pupils', comments should be made both verbally and in writing that are both meaningful and effective in enabling progress to be made.

### **In our marking we aim to:**

- Acknowledge and praise pupils' achievement
- Show understanding of their individual needs
- Encourage and motivate pupils to do their best
- Provide prompt feedback as an indication of the extent to which they have met the learning objectives of the work set.
- Indicate points for development and opportunities for correction in a pupil's work
- Help them to improve their performance through constructive comments
- Help pupils value work, promote self-esteem and confidence through recognition and reward of achievement e.g. House Points
- Inform future planning through the assessment and monitoring of learning
- Help to identify pupils who need further differentiation
- Provide clear feedback to pupils about the main strengths and weaknesses in their work
- Recognise, reward and encourage their efforts and progress
- Provide a record of pupils' progress
- Be consistent throughout the school
- Focus on spelling, punctuation, grammar and handwriting/presentation in all subjects

### **Marking procedures:**

- A coloured pen that contrasts with the pupils' work should be used
- Marking must be done as soon as possible when a piece of work has been completed or at different stages of extended work.
- Teachers must record marks / comments to inform future planning for the pupil.
- Written comments must take into account the learning objective, which will have been shared with the pupils.
- Good presentation is always expected and must be encouraged.
- Marking must clearly celebrate success to raise self-esteem and encourage pupils to work to their full potential.
- Work may be graded in a way understood by the pupils
- Appropriate comments will be written in language that the child understands.
- Comments will be addressed to the pupil with their name being used.
- In extended pieces of work, comments will be included throughout.
- A particularly successful piece of work may be awarded a sticker, House Point or Merit certificate. More than one House Point may be awarded. Outstanding pieces of work should be brought to the Head of Prep or Pre-Prep by the pupil.
- Every effort is made to encourage the pupils to become more independent by allowing time to discuss and/or reflect on marking.
- Particularly in the Pre-Prep a combination of verbal and written marking is best.

- As pupils become able to self-correct their work written work should be marked in the margin with the following codes:

**Sp** – spelling error

**C** – Capital letter needed

**P** – punctuation missing

**^** - Word missing

**//** - Begin new paragraph

**{** - Rewrite part of text

**w** – Weak word

**↑** - insert extra section

- Incorrect spellings must be indicated, although if many errors are present the teacher will select an appropriate proportion to highlight.

## **Appendix 3**

# **SENIOR SCHOOL HOMEWORK POLICY**

### **AIMS**

Homework is considered an integral and essential part of the education process at Walthamstow Hall. In overall terms, the aim of our homework policy is to promote learning beyond the school day as we believe that it reinforces classroom learning and helps young people to develop skills and attitudes that they need for successful lifelong learning. In addition, it supports the development of independent learning skills, including the habits of enquiry and investigation and helps to foster the role of parents as co-educators of their children.

Specifically, we aim to:

- encourage independent learning
- sustain interest in a subject
- build up a momentum of effort that leads to success
- consolidate basic facts
- practise skills
- prepare for a coming lesson so that it may be more effective
- provide additional time:
  - (a) enabling more subjects to be studied and higher standards achieved
  - (b) for discussion and debate in lesson time, knowing that some routine work can be covered at home
  - (c) for guided reading and developing research skills, including ICT
- to provide pupils with the opportunity to gather information and to pursue lines of enquiry beyond what is possible in lessons
- to develop self-reliance, initiative and creative skills
- to develop self-discipline in settling to work and resisting disturbances
- to provide a means by which parents can be kept in touch with the work and methods of the school as well as the progress of their own daughter(s)
- to train pupils in the skills necessary for coursework
- to develop the skill of presenting work in such a way as to communicate their rationale more effectively.

## **Roles and Responsibilities**

### **The Headmistress**

The Headmistress is responsible for ensuring that homework is:

- an integral part of the curriculum and is planned and prepared alongside all their programmes of learning
- appropriate to the age and ability of the pupils, taking into account any individual needs
- co-ordinated in order to be manageable on a daily basis
- and in addition, that there is an appropriate learning environment in Late Study for pupils who wish to stay after school to complete their homework.

### **Form Tutors/Pastoral Leaders**

Form Tutors/Pastoral Leaders are responsible for ensuring that:

- pupils are given a homework timetable at the start of the year and that parents are informed
- pupils have recorded homework in their Student Planners.

### **Teaching Staff**

Teachers will ensure that:

- homework is set and marked in line with guidance and agreed standards (as outlined in the Assessment Policy)
- tasks are wide-ranging and structured and their purpose explained to pupils
- pupils understand the purpose of the homework tasks
- it is clear to pupils how their homework consolidates and extends the work they are doing in school
- the homework set in their subject is properly assessed and pupil progress is monitored and recorded.

### **Pupils**

Pupils are responsible for ensuring that:

- homework is recorded in the Student Planner along with completion dates
- they understand the requirements of the homework tasks set
- they spend the allotted amount of time on their homework
- they complete homework on time.

### **Parents**

Parental support for homework is assumed as a principle. They are expected to ensure that:

- their daughter(s) has (have) an appropriate environment in which to work
- they provide appropriate assistance whilst bearing in mind that their daughter must always remain responsible for their own work
- they check their daughter's planner regularly
- they return the acknowledgement slip to their daughter's form tutor at the beginning of each school year so that it is clear that they have received the homework timetable.

## Quantity and Quality

- Homework is set to be within the capacity of all, to give a sense of achievement, and yet challenging enough to stretch and stimulate an enquiring mind.
- From Years 7 – 9 homework is set on a nightly basis. Each pupil has a timetable in her planner showing which subjects are set each night and how long that homework is expected to take.
- From Years 10 – 13 homework is set on a weekly basis so that pupils can learn to organise their own time.
- It is expected that all homework will be done to an acceptable standard. Procedures for particularly good work or inadequate/incomplete work are outlined in the accompanying Assessment Policy and the Student Planner and should be followed by all staff.

### Homework Allocation Guide Times

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>English</b>	30	30	45
<b>Maths</b>	30	30	45
<b>Biology</b>	15	20	25
<b>Chemistry</b>	15	20	25
<b>Physics</b>	15	20	25
<b>French*</b>	10+15	15+15	
<b>German/Spanish*</b>		15+15	
<b>Language 1*</b>			15+15
<b>Language 2* §</b>			15+15
<b>Latin/Class Civ §</b>	15	20	25 (+25 if both chosen)
<b>Geography</b>	15	20	25
<b>History</b>	15	20	25
<b>Religious Studies</b>	15	20	25
<b>Art</b>	15	20	Occasional (25)
<b>Textiles§</b>			Occasional (25)
<b>Music</b>	5	10	Occasional (25)
<b>Drama</b>	Occasional (15)	Occasional (20)	Occasional (25)
<b>Computing</b>	Occasional (15)	Occasional (20)	Occasional (25)
<b>DT / 3 DD §</b>	Occasional (15)	Occasional (20)	Occasional (25)
<b>Food Technology §</b>	Prep work	Prep work	Occasional (25)
<b>PE Theory §</b>			25

**Approx total per week    3 hrs 30 mins            4 hrs 50 mins            5 hrs 50 mins**

Times are in minutes.

Pupils are given 2 nights to complete homework, with the understanding that homework set on Friday may be due in on Monday.

\*For MFL, vocabulary learning homework should be split up into shorter sessions of 3/4 minutes, over several days.

§ Optional subjects in Year 9

## **Assessment**

Homework is assessed regularly in accordance with the Assessment Policy. Work handed in for marking is returned as soon as possible, ideally in the next lesson and usually within one week.

## **Half-term and Holidays**

At half-term and over holidays, no homework is set for Years 7 to 9 (with the exception of the May half term for Year 9). For Years 10 – 13 work may be set. It is up to the senior pupils to organise their time to complete this work. Revision for exams is expected during the Christmas and Easter holidays.

## **Student Planners**

Pupils are given a Student Planner at the beginning of each school year in which to record the homework set. Planners are checked by Form Tutors regularly to ensure that they are completed and up to date. Parents are requested also to check that homework is done and to use the planners to communicate with the Form Tutor about any problems that may arise.

## **Monitoring and Evaluation**

The Headmistress has overall responsibility for ensuring that this policy is reflected within individual departments and subject areas. She will report regularly on this to the Governing Body.

## **Appendix 4**

# **JUNIOR SCHOOL HOMEWORK GUIDELINES**

**In EYFS 2** pupils are introduced gradually to homework through reading homework and a word bag. They are encouraged to share stories, books and word games with their parents as appropriate.

### **Year 1**

The children have Reading to complete every evening with Maths and Spellings at the weekend.

### **Year 2**

In Year 2 the children are given daily reading homework and twice-weekly English and/or Maths homework (or occasionally other subjects); they also have weekly Spellings to learn.

**Year 3** 20 minutes per evening (English, spellings, Mathematics/other subjects)

**Year 4** 30 minutes per evening

**Year 5** Eight 30-minute assignments a week

**Year 6** One hour per evening (2 subjects x 30 minutes each)