



St. Francis' College

Prep Homework, Marking and Assessment Policy

Introduction

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

Homework

Ethos

The Prep Department seeks to achieve a balance in terms of homework and extra-curricular activities. St Francis' College believes that homework plays an essential role in the curriculum and should be set regularly for all pupils. Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning. Homework is marked according to the guidelines set out in this policy.

Purposes of Homework

- Part of our teaching should take account of the need to support pupils in the development of the skills necessary for successful independent study.
- We regard homework as an opportunity for pupils to develop independent learning skills. Therefore, pupils formally record homework, and staff and the outcomes are monitored.
- Homework provides an opportunity for differentiation at all levels and should be an encouragement to individual pupils to develop research and project work skills e.g. Explorer Homework, Extension and Enrichment activities.
- Not all homework needs to be a written task, however the task is it should be clearly defined for pupils.
- Homework should be purposeful, consolidating and sometimes fun.

Guidelines for Homework

Homework begins from Reception with reading books to take home and builds up over KeyStage 2. Each year group will have a specific timetable sent home and the amount of time spent on homework each night will be clear. Key Stage 1 pupils have a Reading Record Book.

Reception – Reading time as appropriate.

Prep I 20 minutes

Prep II 20-30 minutes

Prep III 30-40 minutes

Prep IV	30-45 minutes
Prep V	should not exceed 45 minutes
Prep VI	should not exceed 45 minutes

The older pupils have a homework diary or planner with details of all work set. Some teachers may make use of the College VLE to upload details of any homework to be completed. The purpose is to develop a partnership between home and the College and to consolidate and reinforce skills and understanding. As the pupils get older, homework gives them the confidence and self-discipline to study independently and to extend their knowledge.

- Within the Prep department, clear standards are established for pupils and staff about the quality of work expected from homework.
- Staff ensure that the tasks are an integral element of lesson planning and build the feedback from the homework into a following lesson.
- When setting homework it is, made clear to pupils when and if outside assistance is appropriate.
- Homework will be set in the adherence to published timetable.
- Homework is communicated clearly and an understanding of tasks checked.
- Feedback on the success of the tasks set is collected. This can be undertaken using questionnaires, homework diaries, record sheets or even the pupils' exercise books. Problems and successes should be reviewed.
- Homework should be completed to a satisfactory standard and handed in on time. Regular failure to do so should be followed up, initially through the Form Tutor.
- Staff taking After School Study are expected to check homework diaries and ensure homework is completed.

Responsibilities

It is the responsibility of the Form Tutor to ensure that pupils and parents are aware of homework timetables and have clear expectations about the amount of time children should spend on homework, regular reading and reinforcement of school learning. This information is included on class timetables: pupil planners for KS2 pupils, homework diaries and reading record books for younger classes, parent handbooks and curriculum overview documents.

It is the responsibility of the Form Tutor to monitor the recording of homework and any responses from parents and inform parents of any issues or lack of homework.

If a pupil forgets, on three separate occasions, to bring their planner or homework diary to school, then an email will be sent home to parents.

It is the responsibility of the Head of Prep and the Deputy Head of Prep or the Head of Key Stage to give guidance to the Form Tutor and specialist Teachers about the appropriateness of homework tasks and to plan in the longer term for resources through work scrutiny. They should ensure that subject staff are setting appropriate homework and that it is marked and returned in accordance with the guidelines set out in the Assessment part of this policy.

It is the responsibility of the Form Tutor / Specialist Teacher to set homework tasks and return them to pupils as soon as practicably possible, providing relevant feedback. This may be through class work (for example class discussion or feedback on work of which the homework assignment is a part) or through tests (for example tables and spellings), or through individual comments from their Form Tutor / Specialist Teacher (for example on written assignments). The range of tasks set for homework should take into account marking demands, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective should also be employed, such as asking pupils to review their own work in small groups.

Monitoring and Review

The Head of Prep and Deputy Head of Prep or the Heads of Key Stages will monitor homework through discussion with pupils and teachers and by checking books and homework planners.

Marking:

This part of the policy gives guidance to staff on the purpose, types and frequency of marking.

Aim

- All marking should have a clear purpose for either the child or the teacher, (and parent), depending on the learning objective. Pupils will be aware of criteria to which their work is marked.
- To ensure that all children have their work marked in such a way that it improves their learning. Verbal or written indicators of next steps will be used.
- To give praise for and encouragement to pupils.

Purpose of marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

Marking of English and all written subjects

Types of marking

- Teachers' comments – A negative comment should be supported by a constructive statement, written and/or verbal, on how to improve. Teachers may choose to use the acronyms WWW (what worked well) and EBI (even better if) to identify successes and areas for improvement.
- Double (✓✓) or triple (✓✓✓) ticks indicate areas of outstanding achievement or significant success.
- Stars, smiley faces, merits M, house points HP and other reward systems may be given to pupils for reward of effort in their work.
- Children may, where appropriate, self-assess (SA), or peer assess (PA) following independent work. The staff agree that common symbols / indicators / feedback procedures throughout school provide consistency and clarity for the children.

Frequency of marking

- Marking may take place during the lesson, which allows for immediate feedback.
- Where possible most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project.
- In a piece of written work, not every spelling error needs to be marked/indicated as this can (depending on ability/age of child) be demoralizing for the child. Teachers will make judgements as to which words are a priority or value at that time.

Marking pens

To ensure consistency across the Prep Department, teaching staff will mark a pupil's work in green pen. Teaching assistants will mark in pink pen.

Responding to marking

Pupils are encouraged to respond to marking and will make the necessary corrections or improvements in purple pen.

Symbols for marking

Below are the agreed symbols for marking and they should be used by **all** staff.

English and all written subjects

1. Underline or circle the error and insert the symbol into the margin as indicated below. Teachers may also wish to insert the correction (e.g. the corrected punctuation) above the error in the pupil's work or in the margin. Corrected spellings may be written underneath the pupil's finished work.

KS2

Type of error	Symbol in margin
Spelling error	sp
Punctuation error	p
Grammar error	g
Unclear	?
Incorrect tense	T
New paragraph needed	//
Omitted word	^

KS1

Type of error	Symbol in margin
Spelling error	sp
Punctuation error	p
Unclear	?
Omitted word	^

Marking of Maths and Computer Science

Types of marking

- Single (✓) or Double (✓✓) ticks indicate areas of outstanding achievement or significant success. For example, one tick for a correct answer and a double tick for a correct answer and a checking method, proof or explanation ("I know that's right because...").
- Dots are marked next to incorrect answers. Pupils are given an opportunity to correct answers and/or explain mistakes.
- Stickers, smiley faces, merits (M), house points (HP) may be given to pupils to reward good learning behaviours in class, effort, progress and achievement.
- Pupils may self-assess (SA) and peer assess (PA) Maths work following independent work.
- Teachers may choose to write 'Next Step' questions to clarify, consolidate, stretch and/or challenge.

Frequency of marking

- Marking may take place during the lesson, which allows for immediate feedback.
- Where possible, most work will be marked before the next session of that subject.

Marking pens

- To ensure consistency across the Prep Department, teaching staff will mark pupils' work in green pen. Teaching assistants will mark in pink pen.

Responding to marking

- Pupils are encouraged to respond to marking and make necessary corrections or improvements in purple pen.
- In Computer Science, pupils may suggest improvements and produce several versions of their original work. They may show stages of improvements in a different coloured pen each time (except for green and pink) starting with purple.

Assessment:

Rationale

Assessment is formative, diagnostic, summative and evaluative and an integral part of all teaching and learning activities.

Assessment for Learning is any assessment for which the first priority is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability or ranking or of certifying confidence.

Recording and reporting of pupils progress is a statutory duty for all teachers. There are two parts to assessment:

- *Assessment of Learning* which is used to make judgements about attainment
- *Assessment for Learning* which is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are currently at in their learning, where they need to go and how best they can get there

Assessment of Learning finds out what the pupils know whereas *Assessment for Learning* finds out what the pupils know and then plans the pupils' next steps.

Using Assessment for Learning

The aims are to:

- to build a more open relationship between pupil and teacher where pupils are not afraid to take risks for learning and teachers provide positive feedback
- to enable pupils and teachers to identify achievements and plan for future progress
- to give pupils the opportunity for self-assessment and peer assessment
- to enable pupils to be actively involved in their own learning, to be able to judge the success of their work and set and understand targets for improvement
- to enable pupils to take responsibility for their own progress
- to enable staff to extend their use of assessment data to inform teaching and learning

Practices

The aims of Assessment for Learning will be achieved through the following practices:

- Effective planning: teachers must ensure that learning experiences are varied, meaningful and stimulating. Self-assessment will be built into the planning
- Sharing learning objectives: pupils will recognise what they are learning and why
- Shared success criteria: a verbally agreed or written success criteria, which will help identify the steps needed to complete a task. The use of modelling and shared activities to make explicit the success criteria
- Effective questioning: using more open ended questions, giving more thinking time, using pair and group work to help pupils feel more confident to put forward new ideas, explain their reasons and explore their understanding
- Self-assessment: allowing pupils time to reflect on what they have learned and to make explicit the links between what they have learned and the success criteria
- Effective peer-assessment practices
- Further practices to promote pupil progress include the regular setting and marking of homework as monitored by the Head of Prep and Deputy Head of Prep.

Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of a high quality. It includes scrutiny of pupils' work, schemes of work and lesson observations.

Framework for Assessment

Guidelines for whole school assessment and recording.

1. Types of Assessment to be used

- Baseline assessment in English and Maths: assesses the potential ability or current of a pupil at the beginning of a stage. Baseline assessment gives a standard against which to assess progress. The baseline test results should be recorded by the class teacher and recorded by the Assessment and Reporting coordinator.
- Formative assessment: shows pupils what they do well, what they need to improve and how. Formative assessment is ongoing and can take the form of marking work, feedback during lessons etc.
- Summative assessment: used at the end of a topic, module, year or Scheme of work by class tests or teacher assessments. This will enable pupil to identify what they need to do in order to make further progress.
- The Early Years Foundation Stage uses early Learning Goals and Reception uses the Early Excellence assessment scheme.
- INCAS tests are carried out twice a year in September and March. Pupils in all year groups from Prep I to Prep VI sit these computerised tests, which measure innate ability. The results are shared with staff and are used to compare predicted performance with the actual performance for each pupil.

2. Uses of Assessment:

- Sorting: assessment data will be used as a criterion if the need arises to sort pupils into sets by achievement or potential ability, and for identifying the more able pupils or those with Individual Needs (see **More Able Policy** and **Individual Needs Policy**)
- Monitoring: assessments will contribute to monitoring progress and identifying areas where existing strategies work particularly well or where new strategies / intervention may be

required.

- Planning: assessments will be used to provide assistance with development planning in the Prep Department.
- Target setting: formal and informal assessment will help when setting pupil targets.
- Inform: assessment data will be used to inform the pupil tracking cycle in the Prep Department.

3. School assessments:

- Kindergarten pupils are assessed on entry to Reception.
- All pupils take assessment tests from Prep 1 in January each year. These are English, Maths and Verbal Reasoning papers appropriate to the age group and Reading for Accuracy and Comprehension.
- Pupils applying to join the Prep will take assessments at the relevant level in English, Maths and Verbal Reasoning.
- Assessment results must be given to the Deputy Head of Prep, Assessment and Reporting co-ordinator and Head of Prep and entered on the assessment data spreadsheet.
- Assessment results are given to parents on the Spring Term report. These include standardised and class tests, reading and spelling ages.
- The Assessment co-ordinator, the Individual Needs co-ordinator and the More Able co-ordinator monitor data and provide recommendations to the Head of Prep for intervention via assessment meetings.

4. Monitoring:

- Looking at Schemes of Work for clarity of learning outcomes, progression, Assessment for Learning and differentiation. (Head of Prep and Deputy Head of Prep) and intervention where appropriate.
- Sampling of pupils work to look at standards of presentation, marking and progress. (Head of Prep/Deputy Head of Prep), through regular work scrutinies.
- Observation of lessons (Peers, Head of Prep, Deputy Head of Prep and co-ordinators).
- Analysis of assessment data (All staff, Head of Key Stages, Head of Prep, Deputy Head of Prep Assessment co-ordinator according to the yearly calendar of monitoring and pupil tracking).
- Intervention where appropriate (see **Individual Needs Policy**)

Related Documents and Policies.

The Prep Department should refer to the following related documents when developing policies.

Prep Staff Handbook

Individual Needs Policy

Prep Curriculum Policy

Prep Department Assessment data

Prep Department Homework, Marking and Assessment Policy

Prep Department Assessment and Reporting procedure

Job descriptions for Prep Department Assessment co-ordinator, More Able co-ordinator and Individual Needs co-ordinator.

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