



Assessment and Homework Policy

Document Review

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Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and inequality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

The school will promote and teach the recognised British values of tolerance and respect throughout our school community. The school will monitor, evaluate and develop strategy in response to all incidents of discrimination or inequality. The school community and its leaders will maintain a current awareness of how discrimination and prejudice

WROTHAM SCHOOL

ASSESSMENT AND HOMEWORK POLICY

This policy aims to ensure that students are engaged to learn and make progress through regular, consistent and diagnostic marking in all subject areas. Central to this policy is the need to involve students in a dialogue with staff that leads to opportunity to improve work, strengthen learning and nurture progress.

At Wrotham School, assessment is used as a means of checking understanding and thus informing teaching. It is used to identify gaps in knowledge and address these gaps through the process of levelling-up. Levelling-up is process where students are given the opportunity to revisit a piece of work as a means of improving the piece and to recap previous content.

Assessments can be used to check the knowledge of long term content and to assess the solidification of new knowledge and concepts.

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Expectations of all staff

Time must be given in lessons for students to: peer/ self- assess their work, respond to teacher assessments and use feedback to level-up their work and improve their understanding of the subject.

Assessments and levelling-up

Written, verbal or practical assessments are used as a means of identifying gaps in knowledge and to assess a student's understanding of a topic. All assessments should be substantial including PPEs and end of unit tests.

- Teacher feedback should explain what a student needs to do to improve their work. This feedback might be given in a written or verbal form.
- Students should then be given the opportunity to level-up and improve their work.
- All written assessments should be marked for SPAG.

Note book expectations:

Class work books are Note books- these are not marked by the class teacher, but we would expect to see some evidence of live marking.

- Teachers should aim to embed peer-assessment / self- assessment/ verbal feedback into their curriculum.
- Peer-assessment / self- assessment comments should aim to provide students with feedback on how to improve their work and this feedback may be given verbally or in a written format.
- Students should aspire to utilise subject terminology in their feedback.

Homework expectations

All homework should be set on Satchel One.

Upper School

Students will be set an hour of homework per week for each of their subjects. The content of this homework will be subject specific revision and this could include a variety of homework tasks such as: examination questions, levelling-up, quizzes, knowledge organisers, revision videos and creation of revision materials.

If students do not complete their homework, contact home will be made and if this becomes a reoccurring issue Academic workshops will be set to allow students to catch-up on the work they have missed.

Frequency of homework

- One hour per week for each subject.

Lower School

Students will be set homework using online platforms. These online platforms might include: Satchel One, Sparx Maths, Seneca Learning and Educake.

Frequency of homework

- Years 7 and 8: English and Maths one homework per week. All other subjects one homework per fortnight.
- Year 9: English, Maths and Science one homework per week. All other subjects one homework per fortnight.

Staff are expected to uphold the following**Setting**

- Students should be set homework using the Satchel One system.

Marking

- In KS4 and KS5, homework marking could include a combination of: verbal feedback, presentation of work or flip learning, written feedback, peer and self- assessed marking.
- In KS3, the online platforms used will provide students with immediate feedback.

Tasks

- Homework tasks could include: Wider reading, reading for pleasure, skills activities, super-curricular tasks, creative tasks, Educake, homework menus, knowledge organisers, Sparx Maths, research/ planning in preparation for written tasks, key word spellings, terminology definition tests, forums, blogs, quizzes, self-marking, online tests and literacy and vocabulary tests.
- In KS3, the tasks will be self-marked on the online platforms.

Expectations of students

- Students must respond in writing to comments in their assessments and use the feedback to improve/ level-up their work.
- Students must be aware of their current grades and know what to do to reach the next level.
- Students must be aware of their Year 11/ Year 13 target grade.
- Students should be aware of the skills they must demonstrate to progress to the next level.
- Students must present their work to be marked/ re-marked by the deadline set by the teacher.
- Students must take pride in the presentation of their work in their Note books, homework and assessments.

Monitoring

- Reviewing the quality of assessments will take place as part of lesson observations and learning walks.
- Sampling of notebooks and assessments.
- Frequency and suitability of homework is monitored by LT through Satchel One.

Impact

- To improve student outcomes
- To inform and adapt teaching to develop student progress
- This policy will be reviewed annually

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