Assessment and Homework Policy (Senior School)

Our fundamental objectives in carrying out assessment at Runnymede are to help pupils, teachers and parents obtain information about student progress and to encourage pupils to become successful, reflective learners.

AIMS

1. To enable pupils to understand what they are trying to learn and how they will be assessed so that pupils of all abilities may achieve their best possible outcomes;

2. To help pupils see how they can improve their work and guide teachers in their future planning;

3. Encourage pupils to take responsibility for their learning and to develop independent learning skills such as time management and self discipline;

4. To consolidate and extend learning, and to reinforce skills developed in class;

5. To help pupils prepare for subsequent learning;

6. Provide parents with the opportunity to take part in their children's education.

ASSESSMENT

Assessment at Runnymede involves a combination of formative assessment (assessment for learning) and summative assessment (assessment of learning).

Formative assessment is an essential component of the teaching process where ongoing dialogue between the teacher and the learner facilitates a continual process of reflection and review. Through teacher feedback or self-assessment activities, the pupil is encouraged to understand the standards to aim for and the action required in order to achieve them.

Summative assessment is also carried out regularly according to departmental schemes of work, and are designed carefully to test the knowledge and skills that have been covered in a particular unit, block, term, year or Key Stage. Assessment of performance is most often linked to English National Curriculum standards and informs student, teacher and parent of the student's progress within their course. These form the basis of level/grade information for parent reports.

Public examinations such as (I)GCSEs and A level are also used to obtain a certificated, summative assessment of attainment at Key Stage 4 and 5.

See Curriculum Policy (Senior School) for a summary of when public examinations take place.

MARKING & FEEDBACK

- Marking and feedback should be meaningful, manageable and motivating.
- Departments are expected to develop and communicate to pupils a consistent approach to marking and feedback, including any specific marking procedures that apply to their subject area.
- Pupils' work should be marked regularly, in line with the lesson allocation to each subject. Whilst it is not feasible to collect in pupils' books after every piece of work, teachers are responsible for checking the work has been done.
- Feedback should focus on the task, be given regularly and in a timely manner so it remains relevant (ideally within a week).
- Feedback should stimulate correction of errors or improvement of a piece of work – students should be encouraged to go back over work after it has been marked and do follow-up tasks.
- Comments should focus on the targets originally set and make clear how pupils can improve and develop their work. 'Comment only' feedback can often be more effective than comment plus grade or grade only. This may include oral feedback, which can often be more effective than written feedback.
- Some work may be self-marked or peer marked.
- Staff should keep a mark book (physical or digital) to record and track pupil performance, so that teaching strategies can be modified and differentiated accordingly.
- As an English-medium school, literacy issues should be addressed across all subjects. For more information see the English Across the Curriculum Policy. Specifically:
  - Spellings and English usage should be corrected in a way which is appropriate to the needs of the student.
  - Common spelling mistakes should be noted and students should write down the correct spelling.
  - Key subject terms should be corrected and learned.
  - Basic sentence punctuation should be corrected.

For a summary of the achievement grades used at each stage, see the Curriculum Policy

MARKING CODE
This is a generic marking code that can be used to mark work, but this does not exclude the use specific departmental codes.

✓	Correct/good point/well-written
X	Incorrect/wrong point.
Sp	Correct a spelling mistake (these words should be written in a spelling log)
P	Correct punctuation
CAP	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
/	Start new line
?	This does not make sense/ handwriting or sentence needs to be clearer
T	You need to use the correct verb tense
‖	This part needs rewording/ rephrasing
e.g.	Provide examples.

REPORTING & APPROACHES TO LEARNING

Reports are sent home at different times throughout the year and include written comments as well as current working grades and (where appropriate) examination grades.

At Runnymede College we aim to encourage our students to understand the importance of the approach that they take to their learning so that they can develop these skills throughout their educational and working lives. Therefore, teachers also rate the students in the areas of:

• Attitude and Behaviour
• Preparation and Homework
• Language and Communication

The following scale is used:
Excellent
Good
Satisfactory
Needs improvement
Unsatisfactory

For more information on report writing, see Report Writing Guidance and the Runnymede style guide.

HOMEWORK

Homework is given to Runnymede Senior School pupils in order to reinforce learning and develop individual responsibility, independence and self-discipline.

Homework tasks:
• are planned carefully and integrated into schemes of work.
• have a clear purpose of the homework which is communicated to the pupils, alongside how it will be assessed.
• varied and may include: consolidation of classwork, practice exercises, research, learning, reading, note-making, essays or assignments, using ICT, problem solving, collecting data, interviewing, revision etc.
• should be differentiated in order to challenge the most able and support the learning of less able students.
• may occupy a number of homework slots over a period of time, for example in the completion of a project, but students should be encouraged to manage their time effectively.

Teachers' role:
• allow sufficient time during the lesson to set and explain homework.
• set homework in accordance with the timetable for Years 9 to 11 (see below), so that pupils can plan their time and so that parents are aware of what homework is due to be completed.
• respond to missing or plagiarised homework in line with the circumstances, by speaking with the pupil, awarding Negative House Points (usually after an initial warning) or liaising with Head of Year and parents as appropriate.

Pupils's role:
• listen to homework instructions and write down the task and deadline in their diaries.

- ensure homework is completed and handed in on time, to the best of their ability.
- make sure homework is their own and has not been copied, plagiarised or completed using AI where it has not been referenced.
- talk to teachers in advance of the deadline if they have difficulties.

Parents' role: Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to:
- review their children's school books and homework diary regularly
- help their child to organise their homework around other after-school activities
- support pupils in responding to their teachers' feedback
- create the right environment and routines at home to enable homework to be completed
- Liaise with Tutors or Heads of Year if they have concerns.

Homework is allocated in line with the tables below:

Key Stage 4	Time per week	
Subject	Year 10	Year 11
English	2 x 1 hour	2 x 1 hour
Maths	2 x 1 hour	2 x 1 hour
French	2 x 30 mins	2 x 30 mins
Spanish (or Lengua)	1 x 1 hour	1 x 1 hour
Sociales	1 x 1 hour	1 x 1 hour
Option subjects	1 x 1 hour	1 x 1 hour
Total hours per week	12 hours	12 hours

Key Stage 5	Time per week	
Subject	Year 12	Year 13
Option 1	5 hours a week	5 hours a week
Option 2	5 hours a week	5 hours a week
Option 3	5 hours a week	5 hours a week
Option 4	5 hours a week	5 hours a week
Option 5 (if studied)	5 hours a week	5 hours a week
Total hours per week	20-25 hours	20-25 hours

In most cases Option 5 is IELTS and/or EPQ.

Reviewed: September 2024

Next review: June 2025