



Loughborough Grammar School

Policy Title: Assessment, grading and homework policy

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Each department has its own assessment policy that suits its needs, and which features in the departmental handbook.

Nevertheless, there are certain overarching principles:

- Lower school homework must always be set according to the published timetable.
- Exercise books / written work must be collected for marking at least once a fortnight. Best practice is that exercise books are marked weekly.
- Teachers should aim to return marked work as soon as possible, being mindful that pupils will tend to spend more time on their homework if they believe that teachers see marking it to be a priority. The outside turnaround limit for homework is one week: if exceptional circumstances make this impossible, the teacher should address the issue directly with the class.
- Formative feedback should be given for homework in all subjects. Where appropriate the teacher should also give either a mark, or an effort and/or attainment grade. The latter may (or may not) be made known to the pupil.

Homework Policy: Pupils

Homework (i.e. personal independent study) is an integral part of learning. It allows you, for instance, to undertake tasks not easily done in groups (e.g. learning vocabulary, revision), to complete assignments begun in class and so accelerate your progress through the course, to extend your understanding of the topic by reading, to make preparation so that you can participate fully in the next lesson.

Teachers will set a variety of tasks for homework. In every case it is important that you try to understand not just what to do, but why it is important and how it will advance your learning.

Sometimes you will have reached a point in the course where no appropriate homework can be set. You might use this time to catch up on other things, or to review an aspect of the subject you're unsure of.

All homework assignments, with any deadline, should be recorded clearly and fully in your planner.

In Years 6 – 11 you have a homework timetable, showing you when teachers of each subject may want to set homework. In Year 9 and above, the optional subjects may set homework for a night when you do not have a lesson in that subject. It is important that you learn to plan your time carefully.

So that the amount of homework given is manageable, you should expect

Year 7

No more than 25 min per subject and no more than three subjects per night (possibly four at the weekend)

Year 8

No more than 30 min per subject and no more than three subjects per night

Year 9

No more than 35 min per subject and no more than three subjects per night during the week but more at the weekend.

Years 10 & 11

In Year 10 you will be allocated 40mins per night per subject. In Year 11, this rises to 45 minutes per subject. There are normally three subjects per night with more at the weekend. During these years, some of your

homework time will be spent on GCSE coursework which needs careful planning to ensure that you meet deadlines for submission.

Sixth Form

Here you are expected to be able to organise your own time and to develop skills as independent learners. You should expect to spend about 15 hours per week outside the classroom on your academic studies.

If homework is not done, then you may be put into the Compulsory Workroom at lunchtime to give you an opportunity to make up work you have missed. This is a support mechanism which we do not expect to have to use often. Attendance is monitored by the Head of Main School and Deputy Head Academic, as well as your Head of Year. If you are in the Workroom on three or more occasions, your parents will be informed of this and asked to discuss your homework arrangements.

Homework Policy: Teachers

Variety in homework assignments is just as valuable as it is in lessons. It is, therefore, to be expected that the styles of homework will be just as varied, including some written work, a gathering together of some pieces of information, preparation for better participation in the next lesson, better understanding, or greater knowledge.

Written work produced at home is subject to the same departmental marking policy as any other. In all cases, the benefits to the pupil diminish quickly with time and so a reasonably rapid turnaround should be anticipated (no more than one week unless in exceptional circumstances. If homework cannot be returned within one week, you should address this directly with the class).

Motivation is key to the success of homework as part of the learning process. It is critical that each pupil knows what the point of the homework is; how it will advance or shape his learning. He needs to know not just what to do, but why it matters. Then, if homework is not completed on time, it can be regarded as a missed opportunity for learning not simply a failure to satisfy the teacher's demands.

There will be a few occasions when it is not possible to set any meaningful homework. For boys in Years 6-11, where there is a homework timetable, it is a good idea to ask your class to write in their planners "None set because....." Teachers need to observe the homework timetable about the frequency and amount of homework which is set.

Teachers should set homework with regard to the maximum times available. If longer assignments are needed, teachers should ensure that they occupy the appropriate number of homework slots. For younger pupils, it is always a good idea to subdivide the assignment and set a specific section for each homework.

In the Upper School it is clearly helpful to pupils if teachers are aware of coursework deadlines in other subjects when they are setting homework. Notwithstanding, coursework needs to be managed by departments so that pupils are able to complete it well without undue pressures of time or collateral effects upon other subjects.

Pupils, like teachers, need holidays. The setting of lengthy assignments or projects to be done during the holidays should normally be avoided. Exceptions to this would be the necessary acquisition of data and the appropriate planning for coursework in some subjects.

To protect pupils from overload, the maximum times as indicated above must apply.

Grading Policy – Y6-11

Homework in years 6-11 will be marked with the following criteria:

- i. A number grade for attainment
- ii. A letter grade for effort
- iii. A formative comment

Departments will award attainment grades to follow the descriptors below.

Years 10 and 11

In the GCSE years attainment grades will be between 3 and 8 to allow for the equivalent of an A* to be awarded (8 in the new grading). We will not use 9 in grading as, until the new examinations have settled in, it will not be possible to say with assurance what level of work is worthy of that grade.

Grades reflect current achievement, so may be expected to improve. Equally, a boy may achieve a grade 7 or 8 because he has excelled on the current topic, yet the grade may decrease in the next half-term if his performance on a new topic is less impressive.

Departments will award attainment grades to follow the descriptors below.

Attainment grades	3	4	5	6	7	8	9
Years 6 – 9 Descriptors	Well below average school standards	Slightly below average school standards	Making progress in line with average school standards	Above average school standards	Outstanding	X	X
Approximate % share (Y6-9)	5%	20%	40%	25%	10%	X	X
GCSE letter equivalent Years 10 – 11	Grade D or below at GCSE	Grade C at GCSE	Grade B at GCSE	Grade B / A borderline at GCSE	Grade A at GCSE	Grade A / A* borderline at GCSE	X

Years 12 and 13

For Sixth Form students, as letters are still used to indicate achievement in A-Level courses, there will be a 5-1 effort scale with 5 equivalent to E and 1 to U (following the same descriptors). An average effort grade will be produced internally for tutors and HoYs in order to identify relative effort.

Effort Grades

The effort grade represents a boy's effort since the previous grading point except when a full report is being written when the effort grade reflects effort from September until that point.

LETTER	DESCRIPTOR
E (5)	<p>Exceptional A student who is graded 'E' will have met the criteria for 'E' but will have shown exceptional commitment to the subject. It may also represent outstanding effort in overcoming difficulties. All work will have been completed on time; it will be very well-presented and extremely thorough. Commitment to independent learning and self-directed study should be in evidence. Behaviour will be excellent.</p> <p>Key terms to use in reports with 'E': exemplary; excellent; first-class; superb; exhaustive; outstanding</p>
V (4)	<p>Very Good A student who is graded 'V' will have shown consistent signs of substantial effort in relation to his ability. His work will always be on time, it will be to a very high level and will show that he has gone above and beyond what we expect from most of our students, by investing considerable thought and planning in his work. This level of effort indicates that the student is on target to secure his target grades. Nevertheless, students graded 'V' may still have room for improvement and advice should be given explicitly in the written report. Behaviour will be excellent.</p> <p>Key terms to use in reports with 'V': very good; great; thorough; strong; painstaking; well-planned; well-executed; mastered</p>
G (3)	<p>Good A student who is graded 'G' has demonstrated consistently good effort and this should apply to most students in the school. His work is completed on time (with only the rarest exception) and evidences planning and considerable effort to complete. Behaviour in class is consistently good. A student graded 'G' is consolidating his learning but at the same time is capable of more. This greater effort could include more careful planning, greater thoroughness, better presentation or more supporting evidence. In reporting it is essential that students and parents see how to improve upon the 'G' grade.</p> <p>Key terms to use in reports with 'G': good; competent; secure; consolidated; comfortable; complete; developed</p>
C (2)	<p>Concerning (or <u>co</u>asting) A student graded as 'C' is investing too little effort and he is therefore not securing the attainment grade of which he is capable; an able pupil may be coasting. Some work may show good effort, but there will be significant lapses, and work will not always be on time. There may be a lack of planning and the student may not have acted upon advice given in class or in previous feedback. Class behaviour may fall short of the school's high expectations. In reports it is vital that the specific causes of the 'C' grade are evidenced. It is clear that a student must improve his effort if he is graded 'C'. Students with several 'C' grades are likely to be subject to official interventions: boys will be summoned to meet the Head of Year or other senior staff. Parents may be called in to discuss support plans.</p> <p>Key terms to use in reports with 'C': worrying; inconsistent; lacking effort; incomplete; minimalistic;</p>
U (1)	<p>Unacceptable This grade is rare. A student graded as 'U' is producing such poor effort that parents should have received prior warning via the tutor. 'U' indicates that the quality of effort in class and for homework has been minimal and that immediate remedial action is required from the student. The student will be heading for significant exam under-performance off the back of a 'U' grade and one-to-one meetings between parents and the Head of Year or other senior staff will be required.</p> <p>The receipt of several 'U' grades is likely to put a student's place at the school at risk.</p> <p>Key terms to use in reports with 'U': unacceptable; failing; very poor; exceptionally serious; desultory</p>

Monitoring Progress, Issues with Academic Work and Homework

Students will have an effort and attainment grade in every subject each half term to monitor progress (apart from the first term in Year 7 when only the core subjects will be graded).

In the main school, across the three terms there will be one full report, one short report and one parents' evening.

In the Sixth Form, parents will receive one report and two parents' evenings per year. For more information on the Sixth Form please see the Sixth Form Policy.

Special Educational Needs/Learning Difficulties and Disabilities

The School provides for those pupils with special education needs [SEN] and those with learning difficulties and/or disabilities [LDD], referred to as SEND. The School's provision in this respect is coordinated by the SENCo who works closely with both Deputy Heads and the Heads of Year. A separate SEN policy is available.

Where a pupil has a statement [statutory assessment], the SENCo will liaise with teachers to ensure that the education received fulfils its requirements. Though it is not the responsibility of the School to review statements annually, the SENCo will endeavour to ensure that, for any pupil with a statement, their Local Authority has conducted a review. It is the policy of the School that where a pupil has a recognised learning difficulty or disability, the Learning Support Team will publish the pupil's name in the SEND Register and provides copies of individual pupil learning support records for subject teachers.

A pupil is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they are or will be taught. We have a separate English as an Additional Language policy document which outlines school practice in this area.