



Campion School

Homework, Classwork & Assessment Policy

(Including Recording and Reporting)

Dated: Jan 2025

Review: Jan 2027



Campion School

Policy details

Date of policy: January 2025

Date of next review: January 2027

Review to involve:

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Honorata Nawrot (Assistant Head teacher)

Signature (Chair of governors):

A handwritten signature in black ink, appearing to be 'Paul'.

Signature (Head teacher):

A handwritten signature in black ink, appearing to be 'J. Pawson'.

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Homework

Rationale

Homework is used at Campion to reinforce or consolidate learning, to assess progress and to ensure pupils have prepared for their next lesson. Homework is also very good preparation for future study as it develops resilience and self-study skills.

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising pupil achievement.

Not all homework is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Aims

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

Expectations: When, how much and by whom?

Staff are expected to set homework in class. The homework should be visible online via the Epraise learning platform. Pupils will be required to complete their homework either on a computer, or on paper for subjects/tasks that require this.

Homework for SEND children should be more accessible particularly in English and essay-based subjects. Scaffolding would make tasks more accessible and breaking them down would make for a better learning experience for all pupils.

See current homework timetable

Examples of good homework:

- Writing essays
- Reading and then summarising
- Answering questions from a text book or work sheet on work that was covered in class (reinforcement)
- Research then summarising
- Producing research power points
- Reading and making notes in preparation for next lesson
- Exam papers and assessments

Examples of inadequate homework

- Asking pupils to answer questions on work that they have not been taught
- Reading without any summarising or reporting back
- Research without writing or summarising
- Watching videos
- Giving pupils long term projects without regular checking points.

Sanctions

When homework is not completed or it is not marked as 'handed in' on Epraise by the pupils, teachers should initially support the student by ensuring the tasks set meet the pupil's needs or resolving any technical issues. If this is so, then sanctions should be used.

1. **Class teacher** - discussion and negotiation with student, informing parents via planner. Detention issued where appropriate.
2. **Subject Leader** - discussion and negotiation with referred pupil, informing parents by planner or telephone. Email/message to parent via Epraise and detention if necessary.
3. **Tutors** - through weekly monitoring demerits for homework on Epraise, identifying pupils with homework problems across several curriculum areas and refers to House Learning Leaders. House Learning Leaders discusses and negotiates with pupils, applies sanction or support where appropriate.

Incentives

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Points and rewards for achievement and sustained effort may be awarded for good homework. For exceptional pieces of homework, a department letter, a Golden Ticket or letter from Headteacher.

Responsibilities

The role of the pupil:

1. To listen to homework instructions in class.
2. To ensure that homework is completed.
3. To upload completed homework to Epraise or hand it in in person.
4. To ensure every piece of homework is marked as 'handed in' on Epraise.
5. To attempt all work and give their best.
6. To inform the class teacher of any difficulties.

The role of the Form Tutor:

1. To include regular discussion about the homework timetable with tutees.
2. To see that homework is being set and recorded.

The role of the Class Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

1. Set homework on Epraise according to the timetable.
2. Provide the stimulus.
3. Give full and comprehensive instructions.
4. Set deadlines for completed work and ensure that they are met.
5. Mark all homework promptly.
6. Provide help and support.
7. Inform the Subject Leader, Form Tutor and/ or House Learning Leader.

Marking Homework

All homework that is not an assessment should be acknowledged by a teacher signature/brief comment in the book or on Epraise.

Homework should be clearly marked using 'HW' in the margin, if work is completed on paper instead of electronically (unless you are using a homework book)

If you set work that is an assessment (for example, A level/GCSE questions or papers that will be used to assess pupil progress or a BTEC assignment that must be marked in line with BTEC rules) then it must be marked by the teacher.

All other homework, will be peer assessed (as in maths) or acknowledged by a teacher signature/brief comment in the book or on Epraise.

Pupils not completing homework to a high enough standard must be given a detention.

Classwork

The Quality of work in pupil books

These are requirements:

- 1) All pupils will have books free from any graffiti.
- 2) Pupil work will be neat and well presented.
- 3) All work will have a title and a date.
- 4) The title and date will be underlined with a ruler.
- 5) Work will be completed with a blue or black pen (unless otherwise instructed by a teacher).

Classwork for SEND children should be more accessible particularly in English and essay-based subjects. Scaffolding would make tasks more accessible and breaking them down would make for a better learning experience for all pupils.

Marking Classwork

- Classwork should be marked frequently. The current policy is once every 3 weeks.
- BTEC work will be marked in line with the whole school BTEC policy.
- When marking, teachers should correct spelling and grammatical errors.
- Written feedback to pupils is NOT necessary.
- Pupils do not need to write written responses to marking.
- Grades for classwork will be given using the BOCH scale - see details below.
- Teachers should feedback to pupils verbally in the most appropriate way e.g. whole class feedback, individual feedback, and small group feedback.
- Marking SEND pupil books first is recommended.
- Pupils missing work due to absence will be addressed by ensuring pupils are enrolled to lunchtime catch up or supported to catch up by the department.

BOCH Grades for classwork - Grades for classwork (taken from reporting system)

5 - 100% effort, Work is always set out well following the guidelines on margins, underlining etc. Shows independence when solving problems rather than relying on the teacher as the first port of call.

4 - Always puts in 100% effort and is never distracted from the tasks that have been set.

Work is always set out well following the guidelines on margins, underlining etc

3 - Usually puts in a good effort and is rarely distracted from the tasks that have been set.

Work is usually set out well following the guidelines on margins, underlining etc. Has a willingness to make good progress

2- Usually puts in an acceptable effort, but can be distracted from the tasks that have been set. Work can sometimes fall short of the guidelines on margins, underlining etc. Requires occasional teacher intervention to keep focus on achieving results.

1-Can often lose focus in class and can distract other pupils, particularly when finding the work challenging. Work is often below the expected standard in terms of using rulers, underlining and presentation. Regularly has unfinished work in exercise book due to lack of effort. Needs frequent teacher intervention to complete the minimum amount of work.

Example of good feedback and marking

Mr Jones has 30 Year 8 books. He signs homework during class time to ensure it is done. Any pupil without homework is given a detention.

He checks the books every 3 weeks to make sure there is no graffiti on them. He always marks PP books first. He ensures all titles are underlined and the work is well presented. He marks work and corrects grammar and spellings. He also checks for subject specific mistakes and misconceptions. He grades the 3 weeks of work with a number using the whole school reporting system.

Mr Jones speaks to the whole class and corrects misconceptions. He also speaks to individual pupils and small groups throughout his lessons to address issues he has found in their books.

Mr Jones rarely writes comments in his books and feeds back to pupils as a whole class and individually. When writing comments in books he keeps it concise – usually one sentence (if at all).

When Mr Jones is teaching his Year 11 or Year 13 class he sets an exam paper every 3 weeks and takes it in to mark in detail. He grades each one. This is important for assessment purposes.

When we look at his books we can clearly see that pupils are making progress. By half term you can see that pupils are able to answer more challenging questions, write more clearly than they did at the start of the term. Pupils take pride in their work and you can see that in his books.

Assessment

Rationale

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected or better than expected progress. Good and well-planned assessment provides the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. Assessment should be evident in every lesson; effective assessment is key to high- quality teaching and learning and successful learners

Purpose of Assessment

- Teachers to gain a clear understanding of pupils' progress so that future teaching can be adapted and interventions put into place to fill gaps in knowledge.
- To increase pupil awareness of their strengths and weaknesses
- To allow pupils to reflect upon and review their progress and that of other (self/peer assessment)
- To motivate pupils to achieve their potential
- To demonstrate their ability to retrieve and apply knowledge effectively in a range of contexts that model national tests at GCSE and A level.

For parents assessment is used:

- To provide clear, meaningful and reliable information on their child's progress
- To strengthen the partnership between home and school

For the school assessment is used:

- To help to raise standards
- To evaluate the effectiveness of curriculum provision
- To monitor the effectiveness of teaching and learning
- To identify strengths and weaknesses in pupil performance to inform planning
- To identify pupils that are falling behind in their learning or need additional support (e.g. Interventions such as 1-1 tuition, small group interventions, etc.), enabling them to make good progress and achieve well
- To facilitate effective communication about pupil's progress between teacher, pupil and parent

Forms of Assessment

Formative Assessment is the ongoing day-to-day assessment that generates a range of qualitative information about student progress, which is often not recorded. Assessment for learning takes place to gather information about a learner or group of learners, what they understand or do not understand and how future teaching will be adapted to account for this.

Summative Assessment measures attainment within a learning or subject area. It is used to draw some conclusions at the end of a significant period of time, or at the end of a unit of work and is usually recorded.

Assessment may involve the setting of specific tasks or form part of day to day teaching. The balance of these will be decided by each department according to perceived subject needs.

Planning of Assessment

1. Assessment should be part of the planning process in departments.
2. Aims, objectives and learning outcomes should be clearly stated and shared with pupils.
3. A programme of study/Learning Journeys, including a timescale for completion of each part or unit of a course should be drawn up and shared with pupils.
4. Departments should liaise with SENCO where necessary.

Timing of Assessments

At Campion School we collect summative teacher assessment data on a termly basis in all curriculum areas. SIMs marksheets are used as our system for effectively recording assessment data for all key stages.

	KS3 (Y7- Y8)	KS4 (Y9-Y11)	KS5 (Y12-Y13)
Term 1 1st Assessment Window	45 min assessment Assessment results on SIMS Data Entry on SIMS Report goes home	Y9 – Assessment in class Y10-Y11 – Mock Assessment/mock results on SIMS Data Entry on SIMS Report goes home	Assessment/mocks in class Assessment/mock results on SIMS Data Entry on SIMS Report goes home
Term 2 2nd Assessment Window	45 min assessment Assessment results on SIMS Data Entry on SIMS Report goes home	Y9 – Assessment in class Y10-Y11 – Mock Assessment/mock results on SIMS Data Entry on SIMS Report goes home	Assessment/mocks in class Assessment/mock results on SIMS Data Entry on SIMS Report goes home
Term 3 3rd Assessment Window	End of Year Exams Assessment results on SIMS Data Entry on SIMS Report goes home	End of Year Exams/Mocks Assessment/mock results on SIMS Data Entry on SIMS Report goes home	End of Year Exams/Mocks Assessment/mock results on SIMS Data Entry on SIMS Report goes home

Alongside academic assessments and grades staff will provide the following information for the purpose of recording and reporting to stakeholders:

ATL – Attitude to Learning will be used for recording a teacher’s professional judgement on a pupil’s whole approach to learning in their class. This provides staff, pupils and parents with an overall picture into the vital non-academic aspects of this child’s conduct and contributions to the community as a whole. The table below will be used to award a pupil a score of 0-5.

5	4	3	2	1	0
You arrive fully equipped to every lesson for learning and equipment is ready on the desk before the lesson.	You arrive fully equipped for learning to every lesson.	You arrive equipped for learning to most lessons.	You arrive equipped for learning to some lessons.	You do not arrive to lessons with the required equipment for learning.	Has not attended my class more than twice all year and therefore the teacher is unable to comment.
You arrive to every lesson on time. You settle immediately and remain focused on your work throughout the lesson.	You arrive to every lesson on time. You settle quickly and remain focused on your work.	You mostly arrive to lesson on time. You settle and focus on your work.	You arrive to some lessons on time. You do not settle quickly and are not consistently focused on your work.	You do not arrive to lessons on time. You require frequent reminders to settle and focus on your work.	
Your behaviour is exemplary and you are a good role model to other pupils in your class.	Your behaviour is outstanding and you always contribute positively to your learning and that of others.	Your behaviour is good and you sometimes contribute positively to your learning and that of others.	Inconsistencies in your behaviour can limit your progress.	Your behaviour is inconsistent and limits your progress and that of others.	
You always put 100% effort into the set tasks in every lesson and work independently.	You apply yourself fully to the set tasks in every lesson and can always work independently.	You apply yourself to the set tasks in most lessons and on most occasions can work independently.	You require regular reminders from your teacher to apply yourself to the set tasks and struggle to work independently.	You do not apply yourself to the set tasks and require constant monitoring to stay on task and work independently.	
You are passionate about your learning and consistently produce work to an outstanding standard that demonstrates a love for learning.	You consistently produce work to a high standard that demonstrates a high level of care and attention.	You produce good quality work that you complete with due care and attention.	You complete the work set, however, it may lack the expected care and attention.	You rarely complete the work set and it lacks the expected care and attention.	
You always work hard and have a positive influence on your peers.	You always work hard.	You mostly work hard.	You sometimes work hard.	You rarely work hard.	
You always make positive contributions to lessons.	You always make positive contributions to lessons.	You make valid contributions to lessons.	You make some contributions to lessons.	You make limited contributions to lessons.	
You always demonstrate respect for others in the classroom and are an integral positive influence on the rest of the class.	You always demonstrate respect for others in the classroom.	You demonstrate respect for others in the classroom.	You sometimes demonstrate respect for others in the classroom.	You demonstrate little respect for others in the classroom.	
You enjoy acting on your teacher’s marking and feedback and apply this to future learning.	You always act on your teacher’s marking and feedback.	You mostly act on your teacher’s marking and feedback.	You sometimes act on your teacher’s marking and feedback.	You rarely act on your teacher’s marking and feedback.	
You always meet the deadlines for homework and coursework.	You always meet the deadlines for homework and coursework.	You mostly meet the deadlines for homework and coursework.	You sometimes meet the deadlines for homework and coursework.	You rarely meet the deadlines for homework and coursework.	

Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots. Champion School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework including non-examined assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

Reporting

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment.

Aims

1. To provide specific information for parents, pupils and teachers.
2. To enhance home/school partnership.
3. To alert pupils and parents to areas of concerns so that these can be quickly addressed.
4. To provide a starting point for discussion at Parents' Evenings.

Methods and timing of Reporting

1. Formal reporting takes place in accordance with an agreed reporting calendar.
2. Progress measures are reported at three data entry points (three assessment windows) during the year directly to parents via Epraise. Progress is also communicated at Parents' Evenings.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

FAQs

What if I want to mark every piece of work?

You can mark every piece of work in detail and give written feedback. However, it is not necessary. Teachers must mark pupil books every 3 weeks (Unless you are following exam board regulations e.g. controlled assessments or BTEC assignments). They must check for basic standards. Written feedback is not necessary. However, teacher should mark common spelling and grammatical mistakes.

I give pupils regular exam papers in class. Do I need to mark them all?

It is very important that pupils do regular exam papers. However, if you are assessing pupil progress then you will need to mark the assessment. If you are doing an activity with an exam paper that is more about pupils developing their exam technique then whole class feedback or peer assessment may be more appropriate.

Can pupils mark their own classwork/homework?

Yes. The maths department do this already. Assessments should not be marked by pupils.

I am teaching a BTEC subject and can only give limited feedback. What do I do?

If you are teaching a BTEC area you must adhere to the Edexcel BTEC feedback rules. The BTEC feedback form for each student should be completed by the teacher which details the feedback given by the teacher.

What will senior leaders be looking for during work trawls?

- Neat books, the absence of graffiti.
- All work sheets should be stuck into books or stored in neat (graffiti free) folders.
- Underlining of dates and titles.
- Regular marking – consistent with this document.
- Good quality homework that is set consistent with school policy.
- Pupils making progress.

I teach music, art or drama. Can I set more creative homework?

Yes. At Key stage 3 there is no requirement for non EBACC subjects to set homework. However, at Key Stage 4 and 5 the teachers of the arts must set homework that will lead to pupils making excellent progress in their examinations.

I teach English. Can I set reading homework?

Reading homework is fine as long as pupils summarise their reading. This would then be signed by the teacher.

I teach Science. Can I set research homework?

Yes. As long as it is written up.

How do I let students know that I'm really impressed by their work?

Praise does not need to be written on students work when marking. Praise can be given verbally and encourages success to be celebrated. Praise should use the school rewards systems as appropriate.

- Allocate points on Epraise; tell students you are awarding merits and what they are being awarded for.
- Issue Golden Tickets.
- Use your departmental rewards system. This might include postcards home, nomination for student of the week, month, half term etc.

- If appropriate, send students to the Headteacher; they will be praised verbally and receive a letter home.

Remember, adults must **always be transparent in praising and rewarding students**. This is best achieved by using the standard praise and reward systems of your department policy and school policy. Gifts are NOT appropriate.

Is there a whole school approach to the marking of literacy?

Yes.

- ✓ - Good point made. Well done!
- // - New paragraph needed.
- O - Punctuation error/ missing punctuation.
- SP - Spelling error - please correct.
- C - Capital letter needed here.
- ___ - This sentence doesn't make sense.