

**Independent Assessment & Homework****Policy**

Ref C011

**1. Introduction:**

Homework is work that is set to be completed 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 student achievement.

At Chorlton High School homework in Key Stage 3 (Years 7 & 8) is referred to as Independent Assessment. This policy refers to this and to the homework regime at Key Stage 4 (Years 9-11).

Not all homework or Independent Assessment may be completed 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.

Homework and Independent Assessments help enhance pupil learning, help improve achievement and help develop pupils' study skills and as such is an integral part of the curriculum. It requires careful planning and is integrated into the Framework for Learning for each curriculum area.

Home study needs to be encouraged and guided by staff. As it has a vital role to play in raising students' achievement it is the duty of all staff to be active to ensure that all pupils in their class develop their opportunities for learning in the most positive way and aspire to the highest standards.

This policy therefore states the expectations of all staff to ensure that there is a uniform approach.

**2. Aims:**

Independent Assessment & Homework aims....

- For students to develop independent learning skills including time management and organization
- For students to consolidate and extend their learning in all subject areas

**3. Independent Assessments at KS3:****Content:**

Students are set 3 Independent Assessment tasks each half term:

- **Assignment 1: Present New Information.** This is a flipped learning task, which should encourage students to remember and understand the information presented to them. This should be assessed at the start of the next lesson or as specified by the class teacher.
- **Assignment 2: Make Meaning.** This task should encourage students to apply and analyse the information they have gathered in lessons to make meaning of it. This might be in the format of a quiz, short answer questions, multiple-choice questions, or a text activity.

- **Assignment 3: Demonstrate Understanding.** This task should encourage students to evaluate the work they have covered over the half term and create a response that demonstrates their understanding of all of the work they have covered. This could take the form of an extended piece of writing.

Each task set should allow all students to achieve at their target level. This might take the form of a single task issued to all students with differentiated tasks within it that allow all students to achieve at their target OR might take the form of graded IAs, which can be issued to students according to their target or position in teaching bands A-D.

### **Communicating Tasks & Deadlines:**

At Key Stage 3 all Independent Assessments are published on the school's VLE 'Frog' as 'sites'. Each teacher will be responsible for issuing tasks to the students in their classes. These tasks will appear in a student's timeline on Frog, along with instructions for completion and a published deadline for completion. This allows a transparent approach to task content, issue dates and published deadlines for staff, students and parents.

Staff can choose when to issue their tasks to students over the course of a half term as agreed in Curriculum areas. Setting of tasks should allow feedback from the previous task to inform the next; it wouldn't be appropriate to set all tasks at the start of a half term with a deadline towards the end of a half term for all as this doesn't allow for timely intervention where necessary.

Curriculum areas can choose when to begin the 3-task process in a half term. For example they may choose to issue Task 1 – Present New Information at the end of a half term in preparation for beginning a new topic the following half term.

Some students may complete their tasks electronically and submit them through Frog, others may complete them in booklets supplied by the Curriculum areas, others may complete them in class books on worksheets; this will be guided by the class teacher. Where tasks are completed on worksheets, it is expected that they will be stuck into student books once completed. Students will obviously need access to the internet for this to be effective. Where this isn't possible the school will work with the students to provide access

### **Assessment & Reporting:**

Each of the tasks should be marked and feedback shared with students; students should be encouraged to share this feedback at home. Task 3, as the most significant piece of work, should be marked using the school's two stars and a wish policy; this will constitute one of the significant pieces of work as referred to in the school's marking policy.

Where a task is submitted via Frog Learn staff should provide feedback on Frog; this feedback will be visible to students and parents. If a student hasn't completed a task by the published deadline this will also be visible. If a task is submitted in person staff should still indicate if it has been completed on Frog Learn so parents are aware.

Staff are expected to report on the tasks completed by the Teacher Assessment deadline at the end of a half term. The overall tasks will be graded and an effort level will also be awarded and this will be reported home.

## **4. Homework at KS4:**

### **Content:**

A substantial assignment for each half term, which is then broken down into appropriately managed chunks by the class teacher. It is expected that tasks will introduce, develop, refine and extend understanding of KS4 qualification content according to individual student needs. This could be the same assignment for all students – but different groups/students may have it broken down in different ways according to subject content or personal needs.

**Communicating the tasks & deadlines:**

Homework tasks may be recorded in student books, issued via worksheets, or issued via Frog. All staff should indicate a clear deadline for completion within a manageable timeframe.

**Assessment & reporting:**

Each of the tasks should be marked and feedback shared with students; students should be encouraged to share this feedback at home. The most significant piece of work each half term, should be marked using the school's two stars and a wish policy; this will constitute one of the significant pieces of work as referred to in the school's marking policy.

Where a task is issued via Frog Learn staff should provide feedback on Frog; this feedback will be visible to students and parents. If a student hasn't completed a task by the published deadline this will also be visible.

Staff are expected to report on the tasks completed by the Teacher Assessment deadline at the end of a half term. The overall tasks will be graded and an effort level will also be awarded and this will be reported home.

**5. Roles and responsibilities:****The Student**

- To ensure that homework is completed and handed in to meet the deadline.
- To attempt all work to their best ability.
- To inform the class teacher of any difficulties prior to the published deadline.

**Subject Teachers**

- To set Independent Assessment and homework tasks as set out in these guidelines and in light of additional guidance from Curriculum Leaders.
- To ensure that the work is well explained and differentiated fully for the individual students.
- To provide help and support.
- To set appropriate deadlines for completed work and ensure that they are met.
- To mark and return all homework promptly.
- To incentivise and sanction students as appropriate.
- To inform the Curriculum Leader, Tutor and Head of Year, as appropriate, when problems arise.
- To inform parents as appropriate, when problems arise.

**Form Tutors**

- To promote the ethos of working hard and completion in light of this policy.
- To discuss IA/Homework completion with students during Progress Week and offer guidance and support as appropriate.
- To include support for homework in Academic Coaching processes where appropriate.

**Curriculum Leaders**

- To develop the quality of IAs & homework set and completed.
- To ensure all IAs and Homework tasks are identified within their Framework for Learning and are issued according to the guidance above.
- To monitor and evaluate completion of IAs & homework within their curriculum area.

**Heads of Year and Cohort Leaders**

- To promote the ethos of working hard and completion in light of this policy.
- To lead the tutor team to ensure that Homework procedures are in place and that all students have a positive experience of these.
- To monitor the students in their cohort and take action to ensure that students develop their opportunities for learning in the most positive way and aspire to the highest standards.

- To provide staff, pupils and parents with the necessary IA & homework documentation.
- To monitor and evaluate the school homework policy.

### **Parents**

The role of the parent is crucial if a child is to gain success from IAs & homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when IAs or homework is to be done.
- Checking the time spent on individual tasks.
- Checking presentation and content of IAs or homework being returned to school.
- Providing the school with information about any problems.

### **Parents Support Adviser**

- To support parents in understanding their role to ensuring that their child develops as an effective learner in terms of home learning.
- To provide documentation and opportunities for parents in light of this.

## **6. Monitoring:**

The monitoring of the regular setting, completion, assessment and the development of the quality of the work is vital to ensure that the school has a uniform approach and to support students in developing as independent learners.

### **Subject teachers**

- To keep a record of when IAs & Homework are set as part of regular planning.
- To keep a record of when students have handed in homework, whether this is on time and the assessment level of this.
- To enter this on Assessment Manager and make this available to Curriculum Leaders when required.

### **Form tutors**

- To check and take action following students IA/Homework reports once a half term.

### **Heads of Year**

- To check and take action following students IA/Homework reports once a half term.

### **Curriculum Leaders**

- To monitor student completion rates via Assessment Manager/Frog.
- To monitor staff completion rates via Assessment Manager/Frog.
- To scrutinise homework records.
- To scrutinise completed homework, talk to staff and students about the quality of the tasks set, the work completed and the organisation of this.

### **Assistant Head**

- To review with Heads of Year action taken following IA/Homework reports once a half term.

### **SLT**

- To review with Curriculum Leaders regarding the monitoring of homework each half term.
- To scrutinise work across the curriculum termly.
- To review the policy.