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ABINGDON

# **ASSESSMENT POLICY (including homework)**

**Web version for parents**

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## 1. Abingdon School's Assessment Principles

Assessment happens in a variety of forms at Abingdon via such things as marking homework, monitoring and testing in class and conducting formal examinations. Whatever form it takes, the primary aim of all assessment is **to facilitate improvement in learning**. Therefore it should:

1. Be used purposefully, with a clear aim in mind;
2. Result in timely feedback to pupils, as soon after the assessment is conducted as possible;
3. Result in feedback (in whatever form) which is primarily and effectively aimed at improving pupils' learning and achievements;
4. Result in feedback that also informs pupils as to how they are progressing against appropriate success criteria;
5. Result in teachers' adjustment of lesson planning in light of what it reveals;
6. Be a regular and frequent element of pupils' learning experience;
7. Result in frequent praise for effort and achievement;
8. Result in appropriate sanctions for poor effort;
9. Result in appropriate actions/interventions for poor achievement;
10. Be recorded methodically and clearly in teachers' markbooks (on paper or electronically);
11. Involve a variety of tasks and assessment methods to target different aims and to offer appropriate opportunities for stretch and challenge;
12. Be mindful of both pupil and teacher workloads, and thus be pragmatic as to what can be achieved and within what timeframe it can be done.

## 2. Formal School-Wide Assessment Framework

### 2.1 Formal Exam & Parental Reporting Points

	MT1	MT2	LT1	LT2	ST1	ST2
<b>1st year</b>	Grades only report	Full Report	Grades only report	Short comment report		Internal exams Full report
<b>2nd year</b>	Grades only report	Full Report	Grades only report	Short comment report		Internal exams Full report
<b>3rd year</b>	Grades only report	Full Report	Grades only report	Short comment report		Internal exams Full report
<b>4th year</b>	Grades only report	Full Report	Grades only report	Short comment report	Internal exams	
<b>5th year</b>	Full Report	Grades only report	Mock exams Full Report	Short comment report	Public Exams	Public Exams Tutor & Hsm report
<b>L6th</b>	Grades only report	November Tests Full Report	Grades only report	Short comment report		Internal exams Full report
<b>U6th</b>	Full Report	Grades only report	Grades only report	Mock exams Full report	Public Exams	Public Exams Tutor & Hsm report

### 3. Homework

#### 3.1 Setting of Homework

1. Teachers will follow the published Homework Timetable for the setting of homework in years 1-5. In Sixth Form, pairs of teachers in subjects will work with each other to ensure the pattern of work set in their subject is sensible.
2. Teachers will post homework on Firefly by the end of the school day (5.20pm) on which it was supposed to be set, even though they will have explained the homework in the lesson. This ensures there is no ambiguity and allows anyone missing the lesson to be able to complete the work.

#### 3.2 The time to be spent by pupils on homework

The following grid for Years 1-5 gives a **general** guide to how much homework we might expect boys in each year group to be doing. It is, though, recognised that there will be variations across any year group that reflect particular pressure times (e.g. the production of final coursework versions) and that boys in the same class may well take different times to complete tasks. However, if parents feel that the amount their son is being set has varied significantly from these guidelines for a period of time, they should contact their son's tutor.

	Mins per day (based on 5 day week)	Hours per fortnightly cycle
Lower School	60 mins per day	10 hours
3rd Year	60-90 mins per day	15 hours
4th Year	90-120 mins per day	18 hours
5th Year	120 mins per day	20 hours

#### Notes:

- Boys may well choose to use part of their weekends to complete homework, thus reducing the amount needed to be done on weeknights.
- Boys with long commutes are particularly encouraged to find times during the day to complete homeworks. Most boys will not be occupied all of their long lunchtimes or all of their period 8s (the time between 4pm and 5.15pm)
- There are many places in school where boys might usefully get some homework done (e.g. science breakout areas, library, house rooms, café).
- In Lower School, a boy who does not have a Period 8 activity will automatically be placed in a supervised homework session 4-5pm.

**Sixth Form:** At Sixth Form level, amount of study time expected outside of lessons will vary according to department but the grid below gives some general guidance:

	When doing 4 subjects	When doing 3 subjects
Sixth Form	3-4 hours per subject per week	5-6 hours per subject per week

**Notes:**

- Boys at this level should be engaged in further and independent research into their subjects, alongside work specifically set by teachers. Thus, the amount of work they are set formally by their teachers and have returned as 'marked' work is likely to be less than the above figures. For example, the work set by the teachers in a subject might occupy half of the time indicated above with the remainder being used by boys (under the guidance of teachers) to pursue their wider reading and research.
- Not all of the work outside lessons needs to be done at home. All sixth form boys have some study periods in their timetables and a boy with just three subjects in his timetable will have at least 5 hours per week in the form of study periods, in addition to potential study time at lunch and at the end of the day before he goes home.

### 3.3 Procedures when pupils do not complete homework

Each section of the school (Lower, Middle, Sixth Form) has a different formal method of dealing with late/absent homework if a teacher wishes to implement it. At each level there is the option to place a boy into a homework detention.