



Assessment, Recording and Reporting Policy

Mission Statement

'To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ's Gospel'

Our assessment policy covers the following areas:

- 1. Marking**
- 2. Summative and Nationally Standardised Assessments**
- 3. Recording and Tracking**
- 4. Reporting**

Assessment

At Thornton, in all departments and at all key stages, teaching systematically assesses pupils, and teachers use this assessment data to plan and modify provision for students as appropriate.

Assessment should help pupils learn more effectively. Assessment should:

- inform pupils about individual progress
- identify strengths and weaknesses
- indicate the next step in the learning process and help set targets
- involve the pupil
- motivate through success and encouragement

Assessment should provide information for teachers. Assessment should:

- indicate strengths and weaknesses in the teaching programme
- inform the future planning needed for further learning and differentiation
- indicate which pupils need support and which challenge and extension

Assessment should provide information for others. Assessment should:

- provide information for parents
- provide information for colleagues in school
- provide information for transfer, further education or employers

Types of Assessment

There are three types of assessment used -

- In school formative assessment - which evaluates a pupil's knowledge and understanding on a day-to-day basis
- In school summative assessment - which enables the school and teacher to evaluate how much a pupil has learned by the end of the teaching period/topic/unit
- Nationally standardised summative assessments - provide information on how a pupil is performing nationally

Marking and Feedback

Marking, feedback and target setting are some of the ways in which we commit ourselves to meeting the needs of the individual pupils in the school. Effective feedback is an essential part of the learning process; it enables pupils to strive for progress and is based on an expectation that everyone can improve.

Marking and feedback should be meaningful and constructive. Feedback should be based around *shared* objectives and success criteria.

Marking should always be formative; confirming achievement, noting areas for improvement and identifying ways in which these improvements can be made.

Key Stages 1 and 2: Marking and Feedback

- From Year 1 to Year 4 marking is done in pink and green ink to differentiate between praise and improvement.
- Red ink is used in Years 5 and 6 so that corrections and comments can be clearly identified.
- Marking should always be formative; confirming achievement, noting areas for improvement and identifying ways in which these improvements can be made.
- All work should be returned to the pupil promptly to enable reflection and progress.
- Teachers should correct only 3 or 4 common spelling errors on a page so as to not discourage the pupil and ensure marking reflects the objective.
- Special attention will be given to high-frequency and key topic/theme vocabulary.
- Pupils are required to learn spellings that have been corrected and such errors are expected to be corrected during any redrafting process.
- Correct terminology will be used when correcting pupils' work, e.g., a 'verb' rather than a 'doing word'
- Pupils are given regular opportunities within a unit to improve their work in response to feedback given or reflections made.

Subject specific marking and feedback:

The following is in addition to the general requirements of this policy. A more detailed explanation can be found in each individual Department Handbook.

Mathematics:

Maths books should be marked regularly and at least two times each week. On all occasions a comment should be given which will take the pupil on in their learning. At least once a week a 'Challenge' will be given. These are short tasks which will directly address the needs of each pupil.

In KS2 every pupil will have a 'Challenge Sheet' pasted at the front of her book. The teacher will write the ongoing targets here. The challenges in the pupil's books will directly relate to the targets on the 'Challenge Sheet'.

In KS1 every pupil will have a 'Challenge Sheet' kept by the teacher but accessible by the children. The teacher will address the targets for each pupil through appropriate work and individual attention.

English:

All extended pieces of writing should be marked thoroughly with a maximum of 3 spellings corrected, a minimum of two positive comments relating to a criteria and one area for improvement. This could be used for a target if it is a generic comment which can be applied to a range of text types.

Other pieces of work should be looked at and indicated as so and spellings corrected. A challenging question or question to prompt the change of a mistake is sufficient.

KS2 targets

Pupils should be given a writing target, whether that be through a conversation or the outcome of a piece of writing. The pupil should then copy that onto a target sheet at the back of their book and be part of the criteria for every piece of writing which follows until they achieve it. This will then be monitored and signed off by the teacher when achieved.

KS1 targets

Pupils can be told their targets verbally or comments marked as 'Target' in their writing books. They could display targets from washing lines on laminated paper or on walls so that if pupils cannot remember their targets, they have a place to go to find out.

Science:

All pieces of work should be marked.

A *minimum* of one piece of work per week should have a meaningful comment, including positive comments and, where appropriate, targets for improvement.

RE:

All pieces of work should be marked, including a positive comment. At least one extension question should be set each week, where appropriate for the pupil, and this should be marked. All 'religious' words should be corrected.

Humanities:

All pieces of work should be marked in one of the following ways: peer, self or by teacher. Regular verbal feedback should be shared every lesson. Positive written comments are frequently given, and where appropriate, targets for improvement shared.

ICT / Computing:

Staff should use oral feedback to support a pupil's learning and development. Where appropriate, work will be marked. When a task is set on Firefly and work submitted, it will be marked and returned to the pupil digitally.

French:

In Key Stage 1, teachers should use oral feedback to support the pupil's learning and development. Where written work is completed, all work should be marked.

In Key Stage 2, all work is marked and targets set where appropriate.

Performing Arts:

Subjects such as PE, Music etc, should use oral feedback to support the pupil's learning and development.

Investigative and Practical Work / Creative Curriculum:

Where a pupil has undertaken an investigative or practical task, there should be a quality comment. This should be written where appropriate.

Key Stage 3 and 4: Marking and Feedback

The specific marking policies for each department can be found in department handbooks. These policies should be based upon the general principles of Senior School marking as set out below, in addition to the requirements of the whole school policy.

Red ink is used so that corrections and comments can be clearly identified.

KS3:

All work completed by the pupil and recorded is seen and, where necessary, corrected. This includes class work, note-taking, rough drafts of a more substantial piece, self-correct work and work marked by peers. This is not cursory marking but to ensure that work is completed fully and correctly and to confirm the accuracy of any peer or self-assessment.

KS3 and KS4:

Pupil work is collected for correction and formative comment upon completion of each assessed piece of work. Ordinarily, this would be weekly but may extend to two weeks depending on the nature of the assessment/topic.

Practical tasks/subjects and/or subjects based upon portfolio work, such as Art, Photography and Music, may have continuous forms of assessment fed back in a variety of ways, each specified in the Department handbooks. Regardless of the method of assessment, students will be aware of their progress, what they have achieved and what they need to do to improve.

Work collected for marking should be returned as promptly as possible and, at least, within a fortnight of being submitted.

KS5: Marking and Feedback

In Key Stage 5, formal assessment is carried out using grades / levels as prescribed by the relevant examination board and syllabus, at regular agreed points.

Work collected for marking should be returned as promptly as possible and, within a fortnight of being submitted, depending on the nature of the work.

Grading:

The criteria for grading a piece of work may vary from one subject to another, but the following are expected:

- The grading criteria should be made available to the pupils before they submit work.
- The grade may reflect attainment, effort, or both.
- Work set to model public examination questions should normally be marked according to the public examination mark schemes, using either appropriate levels and/or grades.

Marking and Literacy Symbols KS1 – KS4:

When correcting pupils' work please use the following abbreviations if applicable

SP Spelling mistake.

This will include technical / relevant words (for the task) and/ or high frequency words, dependent on the pupil's ability.

The word will be underlined.

Spelling mistakes must be corrected.

P Punctuation mistake.

Missing or incorrect punctuation will be circled.

// New paragraph needed.

^ Word left out

^^ More information needed to improve work.

* See comment next to * below.

Eng You have used the wrong word, eg "there" instead of "their" or "its" instead of "it's". The incorrect word will be circled.

Exp Ungrammatical or unacceptable expression in written work.

Work will be underlined like: ~~~~~~

? Confusing or incorrect work.

Summative Assessments and Nationally Standardised summative Assessments in the Prep and Pre-Prep School

Assessments Undertaken in the Prep and Pre-Prep School

Tests

Throughout the Prep and Pre-Prep School, nationally standardised tests are undertaken in the Michaelmas term, to ascertain a reading and spelling age. Currently, the tests taken are NGRT for reading and SWST for spelling. Two further nationally standardised tests in English and Maths are undertaken in the Trinity term. Currently, the tests taken are PTE for English and PUMA for Maths.

From Year 4 onwards the Cognitive Ability Test is undertaken to assess baseline ability. Pupils who start to attend school during the year will undertake the Reading and Spelling tests. Pupils in Years 1 to Years 3 will undertake the previous year's PUMA and PTE tests, whilst pupils in Years 4 to Years 6 will undertake the CATs. This is to ensure that baseline data will be available for each pupil as soon as possible.

Learning Journey Book

This is a book designed to show progress of the whole pupil in a variety of subjects. The same book is used from Y1 onwards and is a snapshot of a pupil's achievement three times a year around the half term.

Learning Skills for Life Passport

These are a series of skills which will help the students throughout their lives. There are four broad attributes and skills – 1) Motivation and Learning 2) Positive Moral Attributes 3) Social Confidence 4) Commitment

Assessments Undertaken in the Senior School

Cognitive Ability Tests

These are taken by all pupils in Years 7, Year 10 and Year 12 in addition to any new pupils who join in September. The tests provide a standardised, comparative and objective measure of pupils' cognitive reasoning ability without reference to curriculum-based materials and regardless of previous achievements. The results are used to establish a baseline of individual pupil's ability, to identify learning strengths and weaknesses which subsequently inform teaching, as a screening tool for identifying pupils who may require SEN support/intervention and to identify more able pupils.

Year Group	Assessment
7	MidYis
10	Yellis
12	Alis

Pupils who start school outside of the initial assessment period will take the appropriate assessment for their year group.

New Group Reading Test and Single Word Spelling Test These are administered once a year for pupils in Years 7 and 8 during the autumn term. The results are used to identify pupils requiring SEN support/intervention and more able pupils. In Year 9, various tests are administered in the Trinity term to determine if JCQ exam access arrangements can be formally applied for. Students are selected for this testing based on a documented history of need since starting at Thornton College.

Internal summative examinations take place for Years 7-10 and 12 in January and May.

Year 11 and 13 pupils have mock examinations in January.

Assessment and Recording

Each teacher should keep a record of individual pupil achievement based on specific criteria. Individual departments will decide on the most appropriate method of recording and on the criteria to be used, mindful of data protection considerations

Teacher records will form the basis of:

- meaningful grades on reports

Records should ensure continuity and progression. Teachers should have easy access to pupils' levels of attainment and progress in previous years.

Teacher records will help determine levels of entry for external tests and examinations.

Recording and Tracking in the Prep and Pre-Prep School

Markbooks

Subject Coordinators have written specific performance criteria which is in line with national recommendations. They have developed a way of recording, tracking and analysing data for their own subject. It is the responsibility of the Subject Coordinator to collect the data from teachers and ensure that the results of each pupil are monitored closely and when necessary, supervise the implementation of any interventions deemed appropriate for a particular pupil.

The Dashboard

The main tracking documents in the Prep school are CPOMS and the Dashboard. CPOMS is concerned with pastoral and academic matters. Often it will include detailed information such as copies of emails, etc. The Dashboard is more summative and not detailed, focusing on academic. For example, IEPs are summarised on the Dashboard, but the fine details are not recorded there. Every half term each teacher is required to give a grade for English Reading, English Writing, Maths, RE and Science. This is recorded on the Dashboard and is used to analyse individual progress and causes for concern as well as year group progress. The Dashboard is an overview document, principally about academic issues. Other issues should be recorded on CPOMS. The Assistant Head – Head of Prep and the Deputy Head should be notified of all CPOMS communications. Concerns about any particular pupils are raised at the weekly Prep school meeting. The Dashboard is available to all Prep teaching staff and brings together all the relevant academic data about any Prep school pupil. This includes yearly standardised tests as well as baseline scores such as Cognitive Ability Tests. The Dashboard is used as an analysis tool, helping the Assessment Coordinator examine trends in the subjects of English, Maths and Science, any trends in Year groups, any trends among specific groups such as EAL, SEN, MAT and boarders and any concerns over the performance of individual pupils. Every pupil is reviewed in detail by the Assessment Coordinator. Reports are made for the Head Teacher and Maths, English and Science Coordinators are informed. Any concerns / relevant information should always be brought to the Prep Meeting. The SENDCo is responsible for the oversight and storage of the IEPs. These are kept on iSams and SharePoint. Any information the SENDCo shares is put on the Dashboard. It is the duty of the teacher who has mentioned any information to ensure that it is placed on either CPOMS or the Dashboard and to notify the Assistant Head – Head of Prep if it does not appear. It is the duty of every teacher to monitor the pupils in their care through frequent examination of the Dashboard and CPOMS. It should influence how they meet the needs of the pupil. It is the duty of the teacher to ensure that the half termly Dashboard grades awarded are robust and that they are backed up by the assessment policy of the Department, whether it be Maths, English or Science. It is the responsibility of any teacher to raise a concern if she / he notes a peculiarity in the results on the Dashboard.

Recording and Tracking in the Senior School

The purpose of assessment in the Senior School -

- To check that expected progress is being made and we are meeting the needs of every individual.
- To highlight any areas we need to target concerning that specific pupil
- To highlight any areas for the class / year group which need to be an area of focus and so adjust our teaching plans

- To provide empirical evidence of each pupil's attainment and progress
- To provide comparative year on year data

Targets:

In the Senior School, tracking is calculated by SISRA. This allows all staff to monitor pupil progress in their own subject and across subjects. It is based on targets generated by MidYis, Yellis and Alis in Years 7, 10 and 12, in addition to other baseline data available and teacher input during the Michaelmas term. Attainment levels/grades are reported each half term and should reflect the grade/level that the pupil is 'currently working at.'

KS3:

A target will be set for each child to progress at least two levels by the end of the academic year. Each half term, staff will enter a grade based on the scale outlined in this policy to indicate the level of progress attained.

For Years 8 and 9, scales will be repeated. Should students have exceeded their targets in the previous year or not met them, staff will be invited to amend the targets for that year.

The range is such that it enables progress for all pupils, including those who need support and the more able.

7A	Exceptional	
7B	Mastery	
7C	Secure	(Starting grade for MidYis Score 126+ / More Able)
7D	Developing	
7E	Emerging	(Starting grade for MidYis Score 100)
7F	Formation	
7G	Below Expected	(Starting grade for MidYis Score 90 below)

KS4:

A target will be set for each pupil to progress at least two levels by the end of the GCSE course, except for more able students who are predicted to achieve 2-3 grades of progress.

KS5:

A target will be set for each pupil to progress at least two grades by the end of the post-16 course.

Assessment Criteria:

The criteria upon which the grade and/or level is judged at KS3, 4 and 5, will be the decision of the HOD; each Department Handbook will outline their own criteria for systematically and rigorously assessing the progress of students in terms of their skill, knowledge and understanding and 'Assessment Grids' for KS3, KS4 and KS5 will also be available to pupils and parents via Firefly so that they are aware of what is required to achieve each grade/level.

Each Department is responsible for tracking the progress of students in their subject and for ensuring that assessments are robust enough to justify the allocation of the descriptor / grade / level. All

students making 'below expected' progress will be logged on centrally held Intervention logs and actions noted. The success of these actions is monitored by subject teachers and the Heads of Department. These logs will be reviewed by Heads of Department and Heads of Year, and discussed regularly at HODs and HOYs meetings.

All teaching staff, and appropriate support staff are expected to be proficient in assessment in their own subject(s). This is essential to ensure that assessment is accurate, consistent over a range of pupils and over time, and fairly applied. It is the responsibility of Heads of Department to ensure that there is appropriate training in assessment for all teaching staff in their department. This will be via departmental handbooks, online resources including exemplar materials, clear guidance for staff and pupils on how pieces of work are assessed, and assessment practice (including moderation) as a feature of departmental meetings.

Reporting in the Senior and Prep School

The progress and efforts of each of the pupils at Thornton College is reported regularly to parents and guardians throughout the year.

Details of the levels that are used are detailed below:

Attitude to Learning – Senior and Prep School:

Homework:

Excellent – Always prepares thoroughly for assessments and in good time. Homework is always completed to the highest standard and consistently submitted on time.

Good – Always prepares for assessments. Homework is consistently submitted on time.

Expected – Prepares for assessments. Homework is submitted almost always on time and with good reason when it is not.

Below Expected – Homework is regularly handed in late and not of the quality expected.

Participation:

Excellent: Is an active listener and consistently contributes to class discussion and activities / tasks.

Good: Listens attentively and contributes with enthusiasm to class discussion and activities / tasks

Expected: Remains focused and participates by contributing to discussion and tasks, particularly when encouraged.

Below Expected: Does not remain focused and / or rarely participates in class, even when encouraged by others and/or the class teacher.

Organisation (Years 5-13 only)

Excellent: Always prepared for lessons and consistently arrives at school fully equipped.

Good: Prepared for lessons and rarely attends lessons without equipment.

Expected: Almost always prepared for lessons, with appropriate texts and equipment. May sometimes be unprepared but for good reason.

Below Expected: Regularly unprepared for lessons and equipment is often forgotten.

Progress Grades:

Senior Progress:

On Track: A student is working at a level that indicates they will either achieve or exceed their target by the end of the year / course.

Not On Track: A student is working at a level that indicates they may not achieve their target by the end of the year / course.

Prep Progress:

Progress in the Prep School reflects the *personal* progress of each pupil:

Excellent: Understanding and skills are progressing at a significantly higher rate than expected for your daughter.

Good: Understanding and skills are progressing at a higher rate than expected for your daughter.

Expected: Understanding and skills are progressing at the expected rate for your daughter.

Below Expected: Understanding and skills are not currently progressing at the expected rate for your daughter.

Attainment Criteria Prep School:

Excellent: Consistently achieving a significantly higher standard in written and verbal work, and / or practical work, than that expected of someone in the year group. A pupil achieving an 'Excellent' will have mastered all that has been covered at the time of reporting and will complete tasks that encourage a greater depth of understanding.

Good: Consistently achieving a higher standard in written and verbal work, and/or practical work, than that expected of someone in the year group. This pupil will show good knowledge and understanding of the expected content and will be able to demonstrate the skills taught.

Expected: Attaining a standard in written and verbal work, and/or practical work, that is expected of someone in the year group. This pupil will know and understand the expected content and will be able to demonstrate the skills taught.

Below Expected: Not yet achieving the average standard in written and verbal, and/or practical work, that is expected of someone in the year group. This pupil will not have applied her knowledge thoroughly enough or demonstrated sufficient understanding.

Attainment Criteria – Years 7-9

(7, 8, 9) A - Exceptional: Consistently achieving an exceptional level of progress and attainment in written and verbal work, and/or practical work, than that expected of someone in the year group. This pupil will have excelled in all that has been covered at the time of reporting and has moved beyond the knowledge, understanding and skills required. This pupil will consistently work with application and independence, be able to apply their knowledge and skills to new and unfamiliar contexts and confidently solve problems.

(7, 8, 9) B – Mastery: Consistently achieving an excellent level of attainment in their written and verbal work, and/or practical work. This pupil will have mastered all that has been covered at the time of reporting and is able to work independently and with confidence.

(7, 8, 9) C – Secure: Consistently achieving a high standard in their written and verbal work, and/or practical work. This pupil will display a confident grasp of material and an ability to display the relevant knowledge and skills in a competent manner.

(7, 8, 9) D –Developing: Frequently achieving a high standard in their written and verbal work, and/or practical work. This pupil is working towards consistency and displaying an increasing knowledge and understanding of the work covered.

(7, 8, 9) E – Emerging: Attaining an acceptable standard in written and verbal work, and/or practical work. This pupil will know and understand the core content and will be able to demonstrate the skills taught.

(7, 8, 9) F –Formation: Not yet achieving the standard in written and verbal work, and/or practical work that is expected of someone in the year group. This pupil will not yet have applied their knowledge thoroughly enough or demonstrated sufficient understanding.

(7, 8, 9) G –Below Expected: Levels of knowledge and understanding will be well below the standard expected of the year group. This pupil will not yet have demonstrated understanding or application of newly acquired skills in written and verbal work, and/or practical work.

Pre-Prep and Prep School

Progress Reports (also known as Half Termlies) are sent to the parents / guardians of Y5 and Y6 every half term. They contain an attainment grade, attitude to learning grades (which are subdivided into homework, participation and organisation (the latter for Years 5 and 6 only)) and a progress grade. There are four levels of grades – excellent, good, expected and below expected. All these are for all subjects. For Year 4 and below, these will be sent out at the end of each term and focus on Maths and English alone.

Full Reports are sent out at the end of the Trinity term for all years. There are comments for all subjects. They will be sent home together with Progress Reports.

An Interim Report is published at the end of the Michaelmas term. This is similar to the Full Report but has an emphasis on targets.

Teachers derive the grades used in reports by using the subject criteria designed by the Subject Coordinator in light of national expectations and any instructions the Subject Coordinator has given. In preparing comments, the form teacher should pay reference to all areas of the pupil's development including academic, personal, social and artistic achievement. All comments should be constructive, and encouraging.

Parents are invited to attend two Parents' Evenings each year. In the Michaelmas term, parents and or guardians will have a pastoral interview with their daughter's form teacher, whilst in the Lent term, for Years 5 and 6, they will speak to her subject teachers. The latter will involve more of an academic discussion and analysis of progress made. In addition, parents are welcome to make an appointment to meet with any member of staff who teaches their daughter, should the need arise.

Senior School

Progress Reports are sent to the parents / guardians of Years 7-13 each half term. They contain an attainment grade, attitude to learning grades (which are subdivided into homework, participation and organisation) and a progress grade. Reports will also include the target set (only from Michaelmas 2 onwards for Years 7, 10 and 12). In addition to the Progress reports, pupils will receive one Interim Report during either the Michaelmas or Lent term. The Interim Report is a report focused on academic achievement and progress and will include specific targets. All pupils will also receive a Full Report; for Years 11 and 13, this will be issued in the Lent term. For all other years in the Senior School, the Full Report will be issued at the end of the Trinity term. The Full report will include a Subject comment, Tutor comment, Head of Year comment, Boarding comment (where appropriate) and Head Teacher comment, and will focus on all areas of the pupil's development and participation in school life. Reports in the Lent and Trinity term will contain examination results from any internal examinations sat.

At Key Stage 3, attainment levels will be those issued as part of the school tracking system and based on the A-G scale (as above).

At Key Stages 4 and 5, they correspond to GCSE levels, and post-16 examination grades / levels.

Parents / guardians are invited to attend one parents evening per academic year. Where it is possible, Year 11 and Sixth Form pupils/parents may have two parents evenings. Pupil settling-in evenings are hosted for Years 7 and 12, at which parents and pupils are invited to meet tutors and Heads of Year.

Cambridge Level (Key Stage 3 & 4)

Pupils study from Level 1 up to Level 4. Pupils would be expected to complete one level during one academic year. Attainment grades do not correspond to convalidation grades.

Spanish and Mexican pupils have no attainment or examination grades on their Trinity term report. Convalidation sheets are completed by all their teaching staff.

Record of Achievement

A Record of Achievement is presented to Year 13 leavers at the Awards Ceremony.

The Record of Achievement includes:

- a personal statement by the pupil
- a statement of academic achievement in each subject studied
- a summary of the pupil's involvement in extra-curricular activities and contribution to school duties
- a report on the pupil's work experience placements

UCAS

All pupils are supported through the UCAS process by the Head and Assistant Leads of Sixth Form and by Sixth Form Tutors. Personal Statements are supported through the PSHE and Horizons Programmes and individual careers and university advice. A dedicated Careers and Enterprise Leader supports post 16 education.

Homework (Pre-Prep, Prep and Senior)

The Main Purposes of Homework

- To develop personal organisational skills.
- To encourage pupils to develop the ability to study on their own.
- To help cover the requirements of the curriculum.
- To provide extra study time.
- To help raise standards overall.
- To prepare pupils for examinations.
- To check that classwork has been understood.
- To consolidate classwork.
- To extend classwork.
- To prepare for future lessons.
- To complete coursework.
- To give opportunities for long term research.
- To emphasise the link between self-discipline and high-achievement.

The Nature of Homework

We recognise that pupils progress at different rates of achievement, understanding and maturity and take this into consideration when planning homework tasks.

A distinct Learning Objective will be stated with each piece of homework given in KS1 – 4.

EYFS pupils take home phonic and word cards, reading books and Maths activities to share with their parents.

Pre-Prep

Pupils will take home reading books and English/Maths activities to share with their parents. Handwriting and spelling practice will be given and pupils will learn spellings and tables. It is most important that the pupils receive support and encouragement at this stage.

Each pupil receives a homework diary at the beginning of the year. All set work should take from 10 - 20 minutes per day.

Prep

A homework timetable based on the class timetable should be followed.

Pupils will take home spellings and tables to learn and will receive reading tasks, topic research, rewriting of draft work, handwriting practice and maths activities.

Years 3 & 4 - All set work should take up to 30 minutes per day.

Years 5 & 6 - All set work should take up to 40 minutes per day.

Key Stage 3 & 4

Homework is set in accordance with the published homework timetable.

Year 7 – 25mins per subject plus 15-20mins of reading per day (2/3 subjects per day)

Year 8 – 30mins per subject plus 20-25mins reading per day (2/3 subjects per day)

Year 9 – 35mins per subject plus 25-30mins reading per day (2/3 subjects per day)

Year 10 – 35mins per subject (3/4 subjects per day)

Year 11 – 35mins per subject (3/4 subjects per day)

Teachers ensure that instructions concerning homework are clear to everyone in the class and that pupils have plenty of time to record what is expected in their homework diaries and to ask for clarification if necessary. All homework in the Senior School and Sixth Form will be logged on Firefly.

Key Stage 5

Homework is set at Key Stage 5 as demanded by teacher. There is no Homework timetable at Key Stage 5 with the expectation that pupils will be set a piece of reading or work each week. At Key Stage 5 exam practice questions form a key component of the homework set. Pupils in the Sixth form should be undertaking a significant amount of independent study using both their study periods and homework. Additional reading/review of notes/small group tutorials should be undertaken to supplement the homework set by staff.

Teachers ensure that instructions concerning homework are clear to everyone in the class and that pupils have plenty of time to record what is expected in their homework diaries and to ask for clarification if necessary.

Firefly

The school Virtual Learning Environment is Firefly and this is the platform used for Remote Learning. In the Prep School, pages are divided by Year group and within this, by subject. Homework in Years 5 and 6 is posted on Firefly. In the Senior School, each department will have their own resource pages. As part of their transition, some pupils will have homework set via Firefly and will be notified by staff when this takes place. All Senior homework is posted within Firefly

Homework Diaries

Each pupil receives a homework diary (commonly known as the Pupil Planner) at the beginning of the year. Each day pupils record the homework set for each subject area and when it is due in.

The Homework Diary is checked and signed by the Class Teacher at least once a week. Parents are asked to sign their daughter's diary on a weekly basis. The Diary is an important and immediate medium of communication between home and school for parents, teaching staff and tutors.

Failure to hand in homework

We expect completed homework to be given in on time. This gives pupils experience of working to dead-lines and facilitates staff with their marking schedules. If homework is not given in, appropriate action should be taken and the form teacher should be informed. Sanctions will be in line with the relevant Behaviour Ladder.

Transition

Pupils transfer to the Senior School at the age of 11+. The transition to the Senior School is affected smoothly and comfortably, as the pupils are already familiar with Senior School staff and procedures. There is also an Induction Day at the end of the year to aid transition.

Pupils transfer to Sixth Form at the end of Year 11. There will be a transition opportunity at the end of Year 11 for all prospective Sixth Form pupils. There are also a number of information days and evenings to support the transition to Sixth Form. External pupils are supported through transition through days spent preparing them for Sixth Form at Thornton College.

Scholarships for entry into Year 7 and 9

All Prep School pupils are eligible for the Senior School Scholarship Examination. Successful candidates qualify for a reduction in fees.

Scholarships at Year 7 and Year 9 are offered in the following areas:
Academic

Drama

Music

Sport

These scholarships are awarded on the clear understanding that the recipient will complete her education at Thornton to the end of Key Stage 4 (GCSE). Students in receipt of a scholarship at Year 7 or Year 9 will need to re-apply for a scholarship at Sixth Form entry.

Scholarships for entry into Year 12

Scholarships at Year 12 are offered in the following areas:

Academic

Open Scholarship

All students in receipt of a scholarship award are expected to assist at major events such as open mornings and represent the school in areas related to their scholarship awards, such as competitions.

Retention of Records

All records will be maintained in a way that is confidential and secure, in accordance with Data Protection Legislation.