



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 students, and teachers use this assessment data to plan and modify provision for students as appropriate.

Assessment should help students learn more effectively. Assessment should:

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

Assessment should provide information for teachers and should:

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

Assessment should provide information for:

- parents
- colleagues in school
- transfer to further education or employers

Types of Assessment

There are three types of assessment used -

- In school formative assessment - which evaluates a student'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 student has learned by the end of the teaching period/topic/unit
- Nationally standardised summative assessments - provide information on how a student 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 students in the school. Effective feedback is an essential part of the learning process; it enables students 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 6 marking is done in pink and green ink to differentiate between praise and improvement. Pink for praise and green for growth.
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- 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 student promptly to enable reflection and progress.
- Teachers should correct only 3 common spelling errors on a page to not discourage the student and ensure the marking reflects the objective.
- Special attention will be given to high-frequency and key topic/theme vocabulary.
- Students 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 students' work, e.g., a 'verb' rather than a 'doing word'

Students are given regular opportunities within a unit to review and 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. All marking should be thorough and rigorous, designed to highlight the positive and take the student on in their learning. A more detailed explanation can be found in each individual Department Handbook.

Mathematics:

Maths books should be marked regularly and at least twice each week. On all occasions a comment should be given which will take the student 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 student.

In Years 1-6 every student will have a target sheet stuck in the front sleeve of their maths book which will identify target areas for the individual. These will be regularly updated.

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 criterion 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 spellings corrected. A challenging question or question to prompt the change of a mistake is sufficient.

KS2 targets

Students should be given a writing target written on their 'target pencils'. Where possible, children should be individually spoken to regarding an extended piece of writing discussing the strengths and areas to work on.

KS1 targets

Students 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 students 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 and suggestions for improvements, a challenge should be given weekly which will take the student on in their learning. 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 should be given on each occasion and targets for improvement shared.

ICT / Computing:

Staff should use oral feedback to support a student's learning and development during the lesson. Written feedback will be given. When a task is set on Teams and work submitted, it will be marked and returned to the student digitally.

French:

In Key Stage 1, teachers should use oral feedback to support the students' 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 student's learning and development.

Investigative and Practical Work / Creative Curriculum:

Where a student 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 student 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:

Student work is collected for correction and formative comment upon completion of each assessed piece of work. This occurs on a regular basis, and appropriate records are kept by the teacher and Head of Department.

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 will be returned as promptly as possible and 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 will 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 students before they submit work.
- The grade may reflect attainment and 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 students' 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 student's ability.

The word will be

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, e.g., "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 as ~~~~~~

? 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. PUMA is undertaken as a benchmark assessment for maths in the Michaelmas term. Marks are recorded on INSIGHT. 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.

A termly comprehension (PIRA), Grammar and Writing assessment is undertaken in Years 1 – 6. Reception takes part in regular Phonics assessments, PIRA (Lent and Trinity) and Writing (whole school write in Lent). Weekly spelling tests are undertaken in Years 1-6.

Regular end of topic tests termly tests and arithmetic and times tables assessments are undertaken in maths lessons in year 1 – 6.

From Year 4 onwards the Cognitive Ability Test is undertaken to assess baseline ability.

Students who start to attend school during the year will undertake the Reading and Spelling tests. Students in Years 1 to Years 3 will undertake the previous year's PUMA and PTE tests,

whilst students in Years 4 to Years 6 will undertake the CATs. This is to ensure that baseline data will be available for each student as soon as possible.

Non standardised tests are taken in various other subjects to check understanding in topics

Learning Journey Book

This is a book designed to show progress of the whole student in a variety of subjects. The same book is used from Y1 onwards and is a snapshot of a student's achievement.

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) Skills and Attributes for Learning 2) Positive Moral Attributes 3) Social Confidence 4) Commitment

Assessments Undertaken in the Senior School

Cognitive Ability Tests

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

Year Group	Assessment
7	MidYis
10	Yellis
12	ALIS - (plus ALPS where it is required). For example, where we have international students join Year 12 without Level 2 qualifications, or for VQ subjects where ALIS does not generate baseline data such as Health and Social Care and Forensic and Criminal Investigation.

Students 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 students in Years 7 and 8 during the Autumn term. The results are used to identify students requiring SEN support/intervention and more able students. 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 10 and 12 in January and Years 7-10 and 12 in May. Year 11 and 13 students have mock examinations in January.

Assessment and Recording

Each teacher should keep a record of individual student 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, and teachers should have easy access to students' 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. It is the responsibility of the subject coordinator that teachers are assessing using the appropriate assessments and recording them when necessary, on INSIGHT. It is the responsibility of both the subject coordinator and the Deputy Head of Prep to look closely at data to identify any necessary interventions for individual students.

INSIGHT

The main tracking documents in the Prep school are CPOMS and INSIGHT. CPOMS is concerned with pastoral and academic matters. Often it will include detailed information such as copies of emails, etc. INSIGHT focuses on the academic with an emphasis on data collection, retrieval and analysis. Every half term each teacher is required to give a grade for English Reading, English Writing, Maths, RE and Science. INSIGHT 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 of the whole school should be notified of all CPOMS communications. Concerns about any students are raised at the weekly Prep school meeting. INSIGHT is available to all Prep teaching staff and brings together all the relevant academic data about any Prep school student. This includes yearly standardised tests as well as baseline scores such as Cognitive Ability Tests. INSIGHT is used as an analysis tool, helping the Assessment Coordinator examine trends in the subjects of English, Maths, RE 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 students. Every student is reviewed in detail by the Deputy Head of the Prep School. Reports are made by the Subject Coordinators for Maths, English, Science and RE which are then reviewed by and discussed with the Deputy Head of the Prep School, who then writes a report for the Head Teacher. 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 INSIGHT. It is the duty of the teacher who has mentioned any information to ensure that it is placed on either CPOMS or INSIGHT and to notify the Assistant Head – Head of Prep if it does not appear. It is the duty of every teacher to monitor the students in their care through frequent examination of INSIGHT and CPOMS. It should influence how they meet the needs of the student. It is the duty of the teacher to ensure that the half termly 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 INSIGHT.

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 student
- 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 student'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 student 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 student 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 students, 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 student 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 student 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 students and parents via Teams 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 of their own subject(s). This is essential to ensure that assessment is accurate, consistent over a range of students and over time, and fairly applied. It is the responsibility of the 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 students on how pieces of work are assessed, and assessment practice (including moderation) as a feature of departmental meetings.

When reporting progress at each reporting cycle, departmental staff will look at the end target and using evidence gathered cumulatively, will decide whether the student is on track to reach it – this will make use of data and professional judgement. If a student is absent or circumstances beyond their control means a department is unable to accurately assess their progress, then a decision will be made as to whether this has meant the student's skills and abilities have fallen in the subject as a result, or whether they still possess the skill set and knowledge to be on track. In the unusual circumstance where prolonged absence/inclement weather for example is the key reason, then there will be no grade given on the report, and an explanation will be provided by the department to students and parents, that it was not possible to provide a valid judgement.

Reporting in the Senior and Prep School

The progress and efforts of each of the students 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:

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

Meeting expectations – Always prepares for assessments. Homework is completed to a good standard and consistently submitted on time, unless for good reason.

Below expectations – Is not always prepared for assessments. Homework is not always completed on time and does not always meet the quality expected.

Significantly below expectations – Regularly unprepared for assessments. Homework is regularly handed in late and regularly of a lower quality than expected.

Participation:

Exceeding expectations: Is an active, attentive listener and consistently offers valuable contributions to group or class discussion and tasks. Completes all lesson tasks to a very high standard.

Meeting expectations: Listens attentively and contributes well to group or class discussion and lesson tasks. Completes all tasks set to a good standard.

Below expectations: Is not always fully focused in lessons and requires encouragement to participate in lesson tasks, group or class discussion. Tasks are sometimes incomplete.

Significantly below expectations: Does not remain focused and/or rarely participates in group or class discussion and tasks, even when encouraged by others and/or the class teacher. Tasks may often be incomplete or completed to a poor standard.

Organisation (Years 5-13 only)

Exceeding expectations: Always prepared for lessons and consistently arrives at school fully equipped. Books/folders demonstrate consistently high levels of organisation.

Meeting expectations: Prepared for lessons and usually attends lessons with relevant texts and equipment. Books/folders demonstrate good levels of organisation.

Below expectations: Often unprepared for lessons, without appropriate texts and equipment. Books/folders demonstrate levels of organisation that do not always meet expectations.

Significantly below expectations: Regularly unprepared for lessons and equipment is regularly forgotten. Books/folders are often disorganised or incomplete.

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 student:

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

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

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

Significantly below expectations: Understanding and skills are significantly below the expected rate for your daughter.

Attainment Criteria Prep School:

Exceeding expectations: 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 student achieving an 'Exceeding expectations' will have mastered all that has been covered at the time of reporting and will complete tasks that encourage a greater depth of understanding.

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

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

Significantly below expectations: Levels of knowledge and understanding will be well below the standard expected of the year group. This student will not yet have demonstrated understanding or application of newly acquired skills in written and verbal work, and/or practical work.

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 student 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 student 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 student 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 student 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 student 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 student 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 student 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 student 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 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 and a progress grade. There are four levels of grades; exceeding expectations, meeting expectations, below expectations and significantly below expectations. All these are for all subjects. For Year 4 and below, these will be sent out at the end of each term and reported on for Maths and English only.

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 student's development including academic, personal, social and artistic achievement. All comments should be constructive and encouraging.

Parents are invited to attend a Parents' Evenings each year. In the Michaelmas term, parents and or guardians will have an n informal opportunity to meet with their daughter's form teacher. In the Lent term, Years 4 and below will have an academic meeting with their daughter's form teacher and teacher of any Core subjects (English, Maths, Science and RE) . For Years 5 and 6, the parents will be able to book appointments with all their daughter's subject teachers. The Lent term parents' evenings 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, students 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 students 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 student'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 students/parents may have two parents' evenings. Student settling-in evenings are hosted for Years 7 and 12, at which parents and students are invited to meet tutors and Heads of Year.

Cambridge Level (Key Stage 3 & 4)

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

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

UCAS

All students are supported through the UCAS process by the Head and Assistant Lead 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 students 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 students 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 students' 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 students take home phonic and word cards, reading books and Maths activities to share with their parents.

Pre-Prep

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

Each student 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.

Students 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 30minutes per day.

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

There are enrichment activities on Teams which parents or students may wish to access and attempt. These are purely voluntary and have been designed by subject coordinators to aid with the depth of understanding.

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 students 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 Teams

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 students 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. Students 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 students have plenty of time to record what is expected in their homework diaries and to ask for clarification if necessary.

Teams

The school Virtual Learning Environment is Teams, 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 Teams. In the Senior School, each department will have their own resource pages. As part of their transition, some students will have homework set via Teams and will be notified by staff when this takes place. All Senior homework is posted within Teams.

Homework Diaries

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

Failure to hand in homework

We expect completed homework to be given in on time. This gives students experience of working to deadlines 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

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

Students 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 students. There are also a number of information days and evenings to support the transition to Sixth Form. External students 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 students 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.