



**Alleyne's**

**A C A D E M Y**

NISI DOMINUS FRUSTRA - 1558

**ASSESSMENT FOR LEARNING AND  
HOMEWORK POLICY**

**September 2022**

## ALLEYNE'S ACADEMY

### ASSESSMENT FOR LEARNING POLICY

**Member of Staff responsible:** Mr T Tweats

**Review Date:** Annually

#### **Rationale:**

Alleyne's Academy believes that all teachers and support staff can play a part in supporting students' progress through assessment for learning (AfL). AfL refers to *"all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged."*

#### **Aims:**

AfL should:

- help students to develop fully their academic abilities and self-confidence, develop skills for reflective and independent study and establish shared understanding by students and teachers of clear study goals
- complement and reinforce the delivery of the curriculum and enable the learning needs of students to be identified and allow future teaching strategies to be determined
- recognise individual progress and achievement and provide students with meaningful information which will allow them to participate in self-evaluation
- involve a range of techniques carried out in a variety of contexts which allow individual students to become more involved in their learning
- support students to improve the quality of their work and raise attainment

#### **Opportunities for AfL:**

AfL can be based on a variety of information sources (eg essays, work in progress, teacher observation, peer assessment, past paper feedback)

A list of examples of AfL in practice are found in an appendix to this policy

#### **Role of the Class Teacher:**

- Define and share the learning objectives and assessment criteria in terms that students can understand, and where appropriate provide examples of how objectives and criteria can be met
- Explain to the students the criteria being used to assess their work using terms that they can understand, and provide examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment
- Pinpoint the strengths of the student and advise them on how to further develop in a clear and constructive way: opportunities to improve work should be provided
- STAR marking (Strength, Target, Action and Response) should be used by the class teacher at least twice every half term apart from in exceptional circumstances e.g. very short half term or exceptional circumstances regarding time tabling.

- Equip students with the desire and capacity to take charge of their learning through developing self-assessment skills by planning opportunities for learners to take an active part in the AfL process through a variety of strategies
- Use support staff effectively in the AfL process
- Wherever possible, use examples of work at different levels to support AfL
- Ensure that AfL comments are included on students' work as part of marking and be aware of the impact that comments, marks and grades can have on confidence and enthusiasm and use AfL to encourage and motivate students by emphasising progress and achievement

#### **Role of the Head of Department:**

- Ensure Departmental Handbooks and Policies refer to the whole school AfL policy
- Incorporate AfL into schemes of work and resources are available for its use
- Highlight to new staff the departmental and school AfL policies
- Promote AfL in lessons by monitoring through lesson observations, work scrutiny, moderation of marking and the self-review process
- Provide copies of marking schemes for external examinations to teaching colleagues for use in lessons
- Complete STAR marking evidence grid as evidence that all members of the department/faculty are assessing students work correctly

#### **Role of the Senior Leadership Team:**

- Understand the principles of AfL to promote effective practice
- Promote an understanding that good teaching and learning will lead to good results and the raising of standards
- Monitor and evaluate teaching and learning throughout the school, such as through work scrutiny
- Ensure school policies reflect AfL principles

#### **Outcomes for Students:**

- Improved standards by taking students to the 'edge of their capabilities'
- Insight into students' learning for both students and teachers
- Success for all
- Support when setting targets
- Continuous reflection of what students know and what they need to know next
- Measurement of what is valued
- An understanding of how to gain credit for answers thus raising attainment

#### **Evaluation:**

This policy will be monitored and evaluated through lesson observation, work scrutiny and departmental reviews by Heads of Department and SLT. The impact will be measured through effective use of AfL techniques in engaging learners and ultimately in the outcomes students achieve.

## Appendix: Examples of Practice

### *Features of Assessment for Learning:*

- Assessment can be based on a variety of information sources (eg essays, work in progress, teacher observation, peer assessment, past paper feedback)
- Verbal or written feedback to the student is primarily descriptive and emphasizes strengths, identifies challenges, and points to the next steps of a student's learning
- As teachers check on understanding they adjust their instruction to keep students on track
- Feedback is primarily anecdotal and descriptive

### *A few examples of AfL are:*

- Peer assessment (as a whole class focus, in groups or in pairs)
- Two stars and a wish (in peer assessment: two things that have been done something for the student to do next time)
- Students write or ask questions
- Teacher asks open questions and varies question stems
- Comment only marking
- Student mark work using assessment criteria
- Students can create their own mark scheme based on criteria from the teacher
- Teachers can set targets at the start of the lesson for students to meet
- Teachers review the lesson by asking questions
- Students review their own learning – individually or in whole groups
- Traffic lights/thumbs up/mini-whiteboards to visually monitor understanding
- Articulate then answer (students have reflection time: wait for students to think of an answer)
- Teach your neighbour
- Ask and pass (bouncing ideas)
- Use incorrect discussion or answers to clarify points
- Follow up to check students know what to do to improve their learning
- Keep students active
- Do something different – teach from the back of the class for a starter or plenary so students move their chairs around and have a different learning experience
- Post-it notes to evaluate learning
- Hands down policy
- One sentence summaries
- Sharing learning intentions
- Shared success criteria

# HOMEWORK POLICY

**Member of Staff responsible:** Deputy Headteacher (Curriculum)

**Review Date:** Annual

## 1. Principles

The key to the school policy on homework is the need for the student, parent/carer and school to work in partnership.

- 1.1 Homework can be defined as *an activity relevant to the school learning curriculum which is completed outside subject time and is the responsibility of the student to complete and the teacher to monitor.*
- 1.2 As homework is an integral part of a good education in effective schools, it should be set regularly and marked in a timely fashion.
- 1.3 Homework should be varied in its purpose and generate a variety of worthwhile learning experiences in addition to those provided in school including:
  - an extension of the time available to a subject to reinforce classwork or practise skills learnt or a free-standing unit/piece of work
  - to enhance the quality and level of achievement
  - to provide independent work
  - develop the ability to work on one's own
  - given the opportunity for research
  - to allow time for preparation for controlled assessment
  - to permit target setting and achieving targets
  - to enhance study skills including time management, organisation and prioritising
  - to enable access to external sources of information
  - to reinforce student's responsibility (and ownership) for own learning
  - to give parents opportunity to help/assist
  - as a form of assessment
  - to give time for revision and learning
  - to prepare for a test or examination
- 1.4 Homework is best provided within a flexible framework which takes into account the age, ability, home circumstances and other demands on students' time so should be differentiated as appropriate

- 1.5 Homework must have a clear link with classwork and demonstrate purpose, context and outcome to enable students to relate the work to their own development and learning.

## 2. Responsibilities

### 2.1 Students

- **to** record homework to enable efficient planning of time and completion
- **to** do homework and meet deadlines through effective time management
- **to** develop skills in independent learning in order to complete tasks
- **to** label homework as such in books or other work
- **to** seek appropriate help and support, if required, in order to complete homework prior to submission deadlines

### 2.2 Staff

- **to** set appropriate differentiated homework at a frequency appropriate to the subject
- **to** provide students with an expected return date for marked work, if appropriate
- **to** monitor completion and quality of homework and ensure it is marked as appropriate and following departmental policies
- **for** class teacher to contact parents/carers if there are recurrent problems and inform Heads of Department if appropriate who in turn inform Heads of Progress and Support as required
- **to** monitor the recording of homework through tutor time
- **Heads of Department to** monitor the setting of homework in their department in accordance with the school and departmental homework policies

### 2.3 Parents/Carers

- **to** support teachers by making sure homework is completed
- **to** endeavour to provide a suitable learning environment for home study and where appropriate give encouragement and guidance on homework. For example, this can be done by:-
  - advising on presentation, handwriting and spelling
  - checking that children understand what they have been studying
  - listening to them read what they have studied
  - asking directed questions so that the student is helped to work out the correct solution and is not just given the answer
- **to** contact subject teacher, form tutor or Head of Progress and Support as appropriate if there are recurrent problems

### 3. Organisation

#### 3.1 Departmental Homework Check List

In order to support the overall school homework policy every department will have a policy statement on homework. This policy statement should set out the following:-

- the amount of homework classes should receive, reflecting the amount of curriculum time it has
- sufficient time for completion of the homework is given
- the objectives of homework
- the types of homework to be set
- the methods to be used for assessment, feedback and target setting (see school and departmental assessment policies)
- the arrangements for notification of form tutors/Head of Progress and Support of problems concerning students
- the arrangements for letters to parents/carers and departmental detentions
- the arrangements for the review of the setting and marking of the department's homework and how the assessments made on homework are recorded
- how students are rewarded for their work, and how sanctions for failure to complete are employed
- promote any opportunities the department uses to support students out of lessons through homework clubs and so on

#### 3.2 Other Arrangements

- **School Study Room/Independent Learning Areas**  
Classrooms are open before school opens and at the end of the school day. These are places where homework might be completed.
- **Revision Clubs**  
Departments will offer support such as homework clubs throughout the year, and revision clubs in the weeks preceding external exams.

### 4. Review and Evaluation

This policy should be reviewed and evaluated every two years by the Deputy Headteacher.

## English

	Frequency/ Amount	Types
<b>Year 9</b>	Homework will be set once a fortnight	Homework might be a reading or writing task, but all students will have at least one task per fortnight. They also have a reading challenge and spellings to complete. Students are encouraged to use SAM learning.
<b>GCSE</b>	Students should expect two homeworks per fortnight, or, if appropriate, one longer homework per fortnight	Homework may range from practice essays, exam questions or creative tasks. Students may, where appropriate, be set tasks in year 11 focusing on text studied in year 10 as revision and exam practice. Students are encouraged to use SAM learning.
<b>A Level</b>	Homework will be set as appropriate for the Unit of study.	For coursework Units students will be expected to work independently to complete their work by a designated date. Interim deadlines may also be set. For examined Units, students will be expected to complete essays or practice papers. Students will also be expected to prepare for class presentations; they will prepare to lead discussion groups or make a presentation to the class. Additional tasks are offered via the Independent Learning Plan.

## Mathematics

	Frequency/ Amount	Types
	Staff teaching in the department will set homework in accordance with the homework timetable for each year group which is usually 1 piece per week but may occasionally be more.	To include, but not limited to, the following key elements: <ul style="list-style-type: none"> <li>▪ Completion of class exercise.</li> <li>▪ Research of new topics/extension materials.</li> <li>▪ Revision in preparation for test/examination.</li> <li>▪ Practising the use of mathematical formulae.</li> <li>▪ Question sets to assess understanding of a key idea.</li> <li>▪ Practising a key study skill.</li> <li>▪ A computer based task</li> </ul> An across year group Assessed Homework is set every 4 weeks for years 9 to 11 and at the end of a unit for A-Level students.



## Science

	Frequency/ Amount	Types
<b>Year 9</b>	3 in 8 lessons (30 minutes)	<p>Understanding of the subject matter. This aim can be well supported by homework support sheets given to supplement departmental schemes of work.</p> <p>Reading with understanding: e.g. Research or ICT based homework</p> <p>Homework supporting Numeracy and Literacy</p> <p>Investigative techniques: e.g. planning science investigation, performing simple experiments, presenting and evaluating data and drawing conclusions</p> <p>Revision based home works, including test and mock exam preparation.</p> <p>Homework can also be set to reinforce work previously covered at school but also to extend and build upon classroom learning outcomes.</p>
<b>GCSE (Dbl award) Y10</b>	1 in 3 lessons (30 minutes)	
<b>Y11</b>	1 in 4 lessons (30 minutes)	
<b>GCSE Triple Y11</b>	For students from sets M and W who wish to be considered for entry for the Triple Science qualifications, there will be additional independent work set throughout the academic year. This will fall in line with the scheme of work followed so is variable, as and when required (10 hours for the year).	
<b>A Level Y12</b>	1 in 3 lessons (60 minutes)	
<b>Y13</b>	1 in 2 lessons (60 minutes)	

## RE

	Frequency/ Amount	Types
	Homework will be set once after three or four lessons.	<ul style="list-style-type: none"><li>• It may be preparation or research work</li><li>• It may be the writing up of discussion work or reflection on classwork</li><li>• It may be practice examination work</li><li>• It may be learning key words or teachings</li></ul>

## Art

	Frequency/ Amount	Types
<b>Year 9</b>	Pupils will be given one piece of homework per fortnight	Homework objectives will always be relevant to class projects and will be set for a purpose that assists the development of pupils overall understanding. This may be through research and influence, experimentation and concept or skills and technique.
<b>GCSE</b>	Pupils will receive one piece of homework every other lesson, unless the next lesson is the following day	
<b>A Level</b>	Pupils will fulfil the need to work independently, in between each lesson. They will be set specific homework tasks at appropriate times, often reflecting the individual's work, rather than the class.	

## Business/ICT

	Frequency/ Amount	Types
<b>GCSE IT</b>	<p>As needed to support learning topics for both exam and coursework based assessment.</p> <p>For coursework activities in IT, homework is continuation of project tasks as needed in</p>	<ul style="list-style-type: none"><li>• Open and closed questions</li><li>• Independent research</li><li>• Investigations/ projects</li><li>• Essay writing</li><li>• Exam style questions</li><li>• Surveys</li><li>• Revision</li><li>• Text books and revision guides</li><li>• Online 'step by step' guides</li></ul>

	consultation with teachers 1 hour.	<ul style="list-style-type: none"> <li>• Tutor 2 U support – used heavily in Business</li> <li>• Creation of coursework evidence</li> </ul>
<b>GCSE Computer Science and Business</b>	Students to receive regular homework in the form of an exam based question each week, with some project based assessment being set each half term, to aide monitoring.	
<b>Applied General IT and Business</b>	<p>As needed to support learning topics and completion of internally assessed assignments and externally assessed exams.</p> <p>For coursework activities, homework is continuation of project tasks as needed in consultation with teachers.</p> <p>4 hours per week, to focus on Independent learning skills and research.</p>	
<b>A Level Business</b>	<p>4 hours per week, to focus on Independent learning skills and research.</p> <p>Exam technique and research of current topic areas – strong focus on writing styles using the PeCAnPiE and AJIM models.</p>	

## Drama

	Frequency/ Amount	Types
<b>Year 9</b>	Homework will be set once a half term. Homework is project, display or presentation based on the Scheme of Work.	<ul style="list-style-type: none"> <li>• Completing self-assessments</li> <li>• Specific research tasks</li> <li>• Background research</li> <li>• Learning lines</li> <li>• Completing Evaluations</li> <li>• Writing in-role</li> <li>• Costume / Set designs</li> <li>• Learning Spelling and Vocabulary</li> <li>• Group rehearsals for practical assessment</li> </ul>
<b>GCSE</b>	Students should expect two homeworks per fortnight, or, if appropriate, one longer homework per fortnight	
<b>A Level</b>		<p>In addition to the above:</p> <ul style="list-style-type: none"> <li>• For examined Units, students will be expected to complete essays or practice papers.</li> <li>• Students will also be expected to prepare for class presentations; they will prepare to lead discussion groups or make a presentation to the class.</li> <li>• Additional tasks are offered via the Independent Learning Plan</li> <li>• Copies of past papers or past exam questions are always available.</li> <li>• Significant rehearsal for practical exams; may include some after school and weekends.</li> </ul>

## Geography

	Frequency/ Amount	Types
<b>GCSE</b>	1 in 5 lessons lasting approximately 1 hour.	<p>Homework for GCSE students takes a variety of forms including:</p> <ul style="list-style-type: none"> <li>• A variety of exam style questions</li> <li>• Specific research tasks</li> <li>• Wider revision in preparation for mock/end of topic assessments and GCSE exams</li> <li>• Preparation tasks for controlled assessments</li> <li>• Preparation for key terms tests</li> </ul>
<b>A Level</b>	Expectation of 4 hours per week, to focus on and develop independent learning skills. These will	<p>Homework for A Level students takes a variety of forms including:</p> <ul style="list-style-type: none"> <li>• A variety of exam style questions</li> <li>• Wider revision in preparation for mock/end of topic assessments and A Level exams</li> </ul>

	also support evaluative and analytical writing skills.	<ul style="list-style-type: none"> <li>• Additional background reading (Geofiles)</li> <li>• Research to support classwork and NEA's</li> <li>• Students are guided to carry out various independent learning tasks which will complement their classwork</li> </ul>
--	--	--

## History

	Frequency/ Amount	Types
<b>GCSE</b>	Approximately 1 hour per week	<ul style="list-style-type: none"> <li>• Comprehension/note-making/answering questions</li> <li>• Essay writing</li> <li>• Learning and Revising for tests/timed questions</li> </ul>
<b>A Level</b>	Approximately 4 hours per week	<ul style="list-style-type: none"> <li>• Independent study and reading to consolidate and develop weekly learning</li> <li>• Comprehension/note-making/answering questions</li> <li>• Essay writing</li> <li>• Reading</li> <li>• Learning and Revising for tests/timed questions</li> </ul>

## MFL

	Frequency/ Amount	Types
<b>GCSE</b>	<p>Pupils will be set <b>three</b> pieces of homework <b>fortnightly</b> (these can be reading, writing, speaking, translation or grammatical tasks). Every week pupils will be given words to learn for testing from their topic vocabulary booklet. This will be tested either from English to the target language (to test spellings) or from the target language to English (to test understanding)*.</p> <p>HW tasks including vocabulary learning will be differentiated for foundation or higher tiers.</p> <p>The above will also apply to students taking 2 languages and students will generally be given one week to complete longer tasks (this usually applies to 90-150 words essays or general conversation questions for speaking skills)</p>	<ul style="list-style-type: none"> <li>• Planning, writing or redrafting a piece of work (maybe for assessment)</li> <li>• Research, collection of information for an individual or group project, such as group talk</li> <li>• Completing an exercise to practise, enforce or apply skills taught in the class work</li> <li>• Planning a role play or oral presentation</li> <li>• Completing reading (from authentic or non-authentic texts or listening comprehension tasks)</li> <li>• Completing translation skills</li> <li>• Creating posters or display work</li> <li>• Learning vocabulary or grammar rules</li> <li>• Revision for an end of unit or half term test or mock or final examination</li> </ul>
<b>A Level (Year 12 and Year 13)</b>	<p>Students are expected to complete 8-10 hours fortnightly (this will also include weekly research on the news: students to select a text or oral information to summarise to the class – as much as possible students should select recent news relating to their current topic) this task reinforces vocabulary acquisition, fluency, language awareness, pronunciation and confidence</p>	<ul style="list-style-type: none"> <li>• Acquisition of vocabulary</li> <li>• Essay writing</li> <li>• Reading and Listening comprehension tasks</li> <li>• Learning and Revising for tests/timed questions (all years)</li> <li>• Summary of text to improve speaking skills</li> </ul>

MFL Vocabulary Acquisition:

*Students should learn/revise a minimum of 20 words per week; students aiming for the higher tier should complete 30 words. The teacher will direct the students and inform them where to find the list of vocabulary, which topic should be approached and which specific vocabulary to learn.*

*The fortnightly vocabulary test should take no more than 10-15 mins and students will be tested on 20 words (first 10 from the target language to English (1-10) and last 10 (A-J) from English to the target language. Test will be marked out of 20 or as a percentage recorded in students' books.*

*Students aiming for the higher tier will have an extra 5 words to complete at the end of the test taken from the higher part of the vocabulary booklet; their test will be marked out of 25 or as a percentage.*

*Students will record their results on a specific sheet showing progression of their vocabulary learning and glued at the front of their exercise books.*

**Music**

	<b>Frequency/ Amount</b>	<b>Types</b>
<b>Year 9</b>	Every 2 weeks	<ul style="list-style-type: none"><li>• Planning, writing or redrafting a piece of work (maybe for assessment)</li><li>• Research or preparation work for an individual or group project.</li><li>• Completing an exercise to practise, enforce or apply musical skills taught in the class work.</li><li>• Completing self-assessment sheets</li><li>• Planning a musical performance or oral presentation.</li><li>• Creating posters or display work.</li><li>• Learning key vocabulary.</li><li>• Revision or practise examination papers for an end of unit listening test or formal examination.</li></ul>
<b>GCSE</b>	Every 2 weeks	Those tasks above and additionally: <ul style="list-style-type: none"><li>• Listening and score reading.</li><li>• Analysis and essay writing.</li><li>• Stylistic Harmony exercises.</li></ul>
<b>A Level</b>	Every 2 weeks	<ul style="list-style-type: none"><li>• Instrumental practise.</li><li>• Composition coursework.</li><li>• Revision or practise examination papers for an external examination.</li></ul>

## PE

	<b>Frequency/ Amount</b>	<b>Types</b>
<b>Year 9 -11 GCSE</b>	Homework will be set at least once per fortnight as a minimum expectation.	<p>Homework will be seen as a vital part of the learning process &amp; may be used by the teacher for a variety of reasons:</p> <ul style="list-style-type: none"><li>• to complete/extend class-work from the theory or practical lesson</li><li>• supplement class-work with further tasks</li><li>• exam question practice</li><li>• research/independent learning</li><li>• revision for monitoring tests/mock exams.</li><li>• planning, writing or redrafting a piece of work when completing written coursework for assessment</li></ul> <p>For a full list of possible purposes see whole school homework policy. Homework need not be purely written tasks &amp; reading will be given equal importance as a learning method.</p>
<b>A Level</b>	Students can expect to receive homework during the week lasting 2- 4 hours.	<p>Typical tasks will include:</p> <ul style="list-style-type: none"><li>• Comprehension/note-making</li><li>• Practice exam questions &amp; writing extended answers</li><li>• Reading</li><li>• Revision for tests/timed questions</li><li>• Students are provided with an Independent Learning Programme of work which is essential for the completion of coursework in yr12 and for the final exam in yr13</li><li>• Preparation for presentations to the class</li></ul>

## Social Sciences

	<b>Frequency/ Amount</b>	<b>Types</b>
<b>A Level</b>	<i>Students are expected to complete independent work on a regular basis equating to around 3 hours per week in Y12, to 5 hours per week in Y13. This is then monitored via the Independent Learning Record and via regular assessments.</i>	<p><i>This includes :-</i></p> <ul style="list-style-type: none"><li>• <i>Traditional extended / essay style written pieces</i></li><li>• <i>Reading/preparation</i></li><li>• <i>Research</i></li><li>• <i>Preparing presentations / consolidating work from lessons via answering questions / producing notes</i></li><li>• <i>Learning for a test/revision</i></li></ul>



## Technology

	<b>Frequency/ Amount</b>	<b>Types</b>
<b>Year 9</b>	Completed independently over a period of 52 weeks (with a guidance time plan provided to students) during Spring/Summer rotation.	<ul style="list-style-type: none"><li>• an extended research task that is given to students at the start of the term and will contain literacy based tasks such as written assignments on a given theme, or a mini-project to design and produce a specific product</li></ul>
<b>GCSE</b>	Students are given a time plan over the year which contains hand-in dates.	<ul style="list-style-type: none"><li>• complete individual assessment tasks set out at the end of each section of the revision guides published by Letts and Lonsdale</li></ul>
<b>A Level</b>	Independent study programme modules are to be completed outside of scheduled lessons and have hand-in dates throughout the year.	<ul style="list-style-type: none"><li>• an independent study programme consisting of extremely relevant individual tasks to compliment classroom and will cover a variety of tasks from literacy based assignments, through to extended research projects and practical activities, all of which are designed to promote independence and extend subject knowledge</li></ul>