



Bosworth
Independent
School

Assessment, Target Setting, Reporting and Homework Policy

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Lead for Review	Assistant Head - Academic

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Ethos

The main aim of assessment at Bosworth Independent School is to maximise the potential progress of all our students. Our assessment is regular, timely, meaningful and useful. Assessment information is recorded centrally on the MIS. Assessment information is then used by students, teachers, senior leadership and parents to ensure students maximise their progress.

How targets are set and when assessment occurs

Baseline tests are conducted during the admissions process, where international students will complete the GL Education CAT4 test online, (Cognitive Abilities Test) and the Cambridge (EFL) Placement Test. British students will complete the CAT4 test. Following the end of a key stage, a returning students will sit a further CAT4 test conducted during the first week of the Autumn term. The CAT4 test produces a predicted target grade and a challenge target grade for the end of the key stage. (End of Y9, GCSE Y11 or A Level Y13)

Reports are sent out to parents' half termly regarding Academic performance and termly Personal Tutor reports providing contact information and advice from the personal tutor on the Student's Progress. Students in Year 11 and 13 will also receive full subject reports twice a year commenting on their progress and advice on how to improve. Students in Key Stage 3, Year 10 and 12 will also receive full subject reports three times a year commenting on their progress and advice on how to improve.

Homework will be set regularly; this could be simple reading or writing tasks. A more formal written homework should be set on average weekly, and then marked to exam board standard. This homework should include a percentage mark and grade that is relevant to the final exam where applicable. All formal written homework should include detailed positive feedback to improve. Students should reflect on this feedback and then aim to make progress based on the percentage mark and comments made. Teacher reflections will inform future planning.

Assessments are conducted in lessons by the subject teacher each half term for all cohorts in all subjects. These assessments are set and marked by the subject teacher and used to monitor students' progress. The assessments are marked to the standards of the relevant exam board and include positive feedback to improve. Moderation of the assessments should occur by the Head of Department where applicable. Data from the class assessments are entered by the teacher into the MIS so progress can be tracked. Classwork and homework are recorded in department mark books.

When setting and marking homework and class assessments, teachers will keep in mind the student's special needs, as detailed in our SEN register.

Mock exams are conducted annually in the second week of the spring term for Year 13 11 and 1G and sixth form preparation students for Mathematics ONLY these will form their half termly assessment. The mock exams are set and marked by the subject teacher. The mock exams simulate external exams where possible, and they also follow the rules set by the Joint Council of Qualifications. The mock exams are held in the examination rooms at the Newton Building, and they are coordinated by the examinations officer.

End of year exams are conducted in the second half of the spring term for year 12, the first week back after the Easter break, to inform progression and predicted grades.

End of year exams are conducted in the first half of the summer term for years 7, 8, 9, 10 and Sixth Form preparation programme, option subjects.

External exams GCSEs and A Levels are conducted in the summer term according to the examinations timetables set by the awarding bodies.

Internal UFP exams are conducted in the summer term according to the CATS UFP exam timetables set by CGS.

Subject reports are completed by subject teachers using the MIS and are emailed to parents. Subject reports include assessments and mock examination results relevant to that term. A Current Flight Path Capture that is a working at grade and likely to be achieve at the end of the course.

Cohorts Assessment and Reporting

Cohort	Assessment / Reports
Year 13 - A2 Year 13 - UFP Year 11 – GCSE 1G - GCSE	<ul style="list-style-type: none"> • Baseline tests • Half termly data report for Year 13 A2, Year 11 GCSE • Year 13 UFP 1G GCSE settling in meeting or letter in October then from December Half termly data report • Homework • Assessments • Mock exams • Coursework UFP • End of Programme Exams UFP • External exams. IELTS is taken by overseas students in year 13 only • Termly subject reports Autumn and Spring • Termly Personal Tutor reports
Year 12 - AS Year 10 - GCSE	<ul style="list-style-type: none"> • Baseline tests • Half termly data report from December

Key Stage 3 Year 7, 8, 9.	<ul style="list-style-type: none"> • Settling in meeting or letter in October • Homework • Assessments • Termly subject reports Autumn, Spring and Summer • Termly Personal Tutor reports
6 th Form Preparation Programme	<ul style="list-style-type: none"> • Baseline tests • Half termly data report from December • Settling in meeting or letter in October • Homework • Assessments • Mock exams (Mathematics ONLY) • External EFL exams; PET, IGCSE Maths • Termly subject reports Autumn, Spring and Summer • Termly Personal Tutor reports

How assessment information is used

The subject teacher sets a Current Flight Path Capture working at grade included on the half termly report. The full range of assessment that has been collected for a student is used to set these which are then compared with the target grade and challenge target grade set by the baseline test. The individual subjects' targets are also discussed with the student by the personal tutor. The targets are made available to parents via the half termly reporting process.

Subject teachers monitor student progress closely using assessment data on an ongoing basis. This is done with the student's special needs, as either formally or informally recognised by the school, firmly in mind. As professional educationalists, informal assessment information should also form part of the teacher's assessment of student's progress.

Personal Tutors discuss the students' academic progress with them in their bi-weekly meetings.

Head of Year formally review assessment information on an ongoing basis. Any students who are significantly underperforming are identified and discussed with the Assistant Head – Pastoral and appropriate strategies are then put in place to help the students make progress.

Head of Department formally review assessment information with subject teachers. Any students who are significantly underperforming are identified and discussed within the department and appropriate strategies are then put in place to help the students make progress and High Achieving students are extended further. This is overseen by the Assistant Head – Academic.

Senior Leadership review the academic and pastoral data and the progress strategies agreed by Heads of Year, Department, and the Assistant Heads. Senior Leadership will refer to assessment data, when meeting with students or parents, to assist them in helping the student to make appropriate progress.

Parents are given regular feedback on their student's progress via half termly reports and at Parents' Evening, which is held in the second half of the Autumn Term for year 11 and 13 and the first half of the Spring Term for Key Stage 3, Year 10 and 12.

Homework Setting

The school regards homework as an important teaching and learning strategy that allows the students to practise the necessary skills relevant to each subject.

The school expects that homework will be set and marked regularly, while recognising the timing and nature of homework may vary between subjects.

Students must keep a record of all homework set and deadlines; this enables them to practise the skills of organisation and responsibility for their own learning. Homework will be set regularly; this could be simple reading or writing tasks. A more formal written homework should be set and marked to exam board standard on average weekly.

The regularity of this more formal homework depends on the subject. The school recommends that on average, enough homework is set, that genuinely allows the students to develop the necessary skills to enable them to make suitable progress. In some subjects this might be weekly however for other subjects there may be more continuous assessment that is more suitable. Whatever the regularity, homework must enable the teacher to monitor students' progress. Teachers must keep in mind not to set too much homework; students must balance their work between subjects. It is not fair on students if one subject sets too much.

The school recommends the following:

Year	Suggested time for each homework assignment*:
Year 7 and 8	15 minutes per subject per week or 30 minutes per fortnight
Year 9	20 minutes per subject per week
Year 10	30 minutes per subject per week

Year 11 and Sixth Form preparation programme	45 minutes per subject per week
Years 12 and 13, UFP	3 to 5 hours per subject per week

*hours quoted are per subject **not** per teacher

All written homework should include detailed **positive** feedback to improve. There should also be a percentage marks and grade that is relevant to the final exam if applicable. Homework should present an opportunity for students to reflect on teacher's feedback. This should then enable students to make further progress based on the grades and comments made.

Homework grades will be recorded in a mark book; either electronic or paper. As a minimum the following must be included:

- Student's names
- Baseline data
- Nationality
- Their personal tutor's name
- SEN details where relevant
- Homework % grade if applicable
- Mock exams results

Heads of Year and Heads of Department need advance warning of students not completing homework. Therefore, teachers will use the school's discipline system for any students who do not complete homework on time, or not to an acceptable standard. A Discipline Form on the MIS must be issued for non-completion of homework. A Concern Form must be issued for any student not completing homework to an acceptable standard. The relevant discipline procedure will be followed as per the behaviour policy.