



Policy

Setting and assessment of academic work

This document outlines the school's approach to the setting and assessment of work set other than for the purpose of exam assessment, which is covered in the 'Controlled Assessment' policy.

The overarching principles are as follows:

- Students must be provided with tasks within and beyond the classroom that contribute constructively to their learning
- Feedback must be provided that allows students to understand how to improve
- Students must interact with that feedback to progress

Different departments will, by necessity, need to employ varied approaches to the setting and assessment of work, and to the provision of feedback. Heads of Department are responsible for adapting the guidelines below to the needs of their subject, and must produce, publish and be able to justify a clear policy stating their departmental approach and, if there are variations from the details below, why they are in place. The overarching principles above must, nevertheless, be followed, and departments must be able to demonstrate that this is the case.

Heads of Department are responsible for monitoring and managing teachers' adherence to school and departmental policies relating to this or any other academic matter.

Setting work

- The prep timetables, as published by the Head of Lower School and the Head of Middle School indicate when Lower and Middle School students should be doing prep and how long it should be: teachers should follow the directives of these timetables to ensure an appropriate amount of work is set at the correct time
- Written work must be set regularly where and when it is appropriate to the course or unit of work:
 - Form 6 A-level, Pre-U or BTEC students should expect a total of four hours of prep per week in each subject per block in which it appears
 - Form 7 A-level, Pre-U or BTEC students should expect a total of six hours of prep per week in each subject per block in which it appears
 - IB Diploma students should expect three hours of prep per week in their Higher Level subjects, and one and a half hours in their Standard Level subjects
 - Where students are engaged in longer project work, or working towards an internal assessment, this should be set instead of normal prep, and not in addition to it
- Tasks set for prep should be meaningful and contribute significantly to the students' progress in that course, and demonstrably develop or reinforce knowledge, skills or learning habits: they may arise from the material covered in that lesson or for example, comprise preparation required for future lesson or test, a review of earlier work, deliberate practice of a skill, or 'flipped learning' preparation for a lesson; they should, in brief, contribute to the learning journey for the students
- The purpose of prep should never be to fill time: in particular, setting it solely because of a perception that Housemasters expect students to be busy during prep time is never appropriate – it is reasonable for that time to be used for reading



- Tasks may include any activity that legitimately contributes to their progress, but teachers should be aware that students may only have limited access to technological or other aids, and must take account of this in their planning; for example, if students need a web-based resource for a prep, teachers should ensure that a link is sent no later than the end of the lesson in which the work was set
- Finite rather than open-ended tasks are frequently preferable; if an open-ended task is set, guidance should be given as to the length of time a student is expected to spend on it, and how they should be done: a particular example is a prep involving the production of a poster, which should be set sparingly if at all
- 'Note taking' preps should not be set without clear and appropriate guidance given to students on how this should be done
- When a learning prep is set, teachers should be sensitive to different approaches that may be more effective for individual students, and avoid mandating a particular style unless this is demonstrably appropriate
- If the work is set in class, students must be given sufficient time to record preps in their organisers

Assessing work

- Written work should, unless there is good reason otherwise, be assessed and returned to students within a week of school time
- Where a piece of work is being produced over an extended period of time, teachers should provide ongoing feedback as appropriate
- Student work should be appropriately annotated and commented upon: comments should be of an analytical and constructive nature, enabling students to reflect effectively and productively on their work; however, it may be more appropriate to give feedback to a whole class, or for students to annotate their own or each others' work; lengthy feedback is not, by default, better than short: the ability to learn from the prep and the feedback offered is key
- Whilst feedback and action points for improvement or developing learning are of the highest priority, it will in some cases be appropriate to award one or more grades or marks to a piece of work: students should be able to understand how these were awarded, and their teachers must provide clear guidance on this which should be available to students in a printed form; it should also be clear how their performance relates to qualification-specific measures of achievement
- Students should have the opportunity to reflect on their assessment and discuss it with their teacher if desired
- All marks or assessments should be recorded by the teacher, and Heads of Department should ensure that these records are kept up-to-date
- Teachers must be proactive in addressing issues relating to late, poorly-presented or missing work: a range of sanctions exists, as outlined in the Red Book, and teachers should use these consistently in support of their classroom management and of the wider culture of high expectations across the school
- Teachers should, whatever their subject, point out errors of English in students' work

DAH

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