



DENBIGH SCHOOL



Denbigh School

Assessment, Marking and Homework Policy

2025

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*Publication on website			
Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

1. Rational and Ethos

- 1.1** This Policy outlines the requirements for assessment, marking and homework throughout all years of Denbigh School. Its purpose is to establish common standards and procedures for assessment and monitoring and appropriate consistency in the regularity and type of feedback provided. It is not considered practical or productive for every subject to use identical marking and homework procedures; it is expected that faculties will build upon this Policy in developing their own approaches to assessment, marking and homework to suit their own assessment needs, provided such an approach meets the requirements set out in this Policy.

Assessment is an integral part of teaching and learning in the classroom. This Policy is in keeping with the Denbigh Alliance Trust's ethos, aims, teaching and learning and equality policies. The Policy aims to:

- 1.1.1** Provide clarity on how assessment should be approached by teachers in the classroom
- 1.1.2** Provide clarity on how frequently assessment should take place
- 1.1.3** Provide clarity on how frequently written assessment should take place.
- 1.1.4** Provide clarity on the school's expectations around marking.
- 1.1.5** Provide clarity around the school's homework expectations.
- 1.1.6** Provide clarity around the aims of assessment, marking and homework.
- 1.1.7** Adhere to the requirements set out in the teaching standards.

2. Roles and responsibilities

- 2.1** The Headteacher and Deputy Headteacher responsible for Teaching & Learning are responsible for ensuring that the Assessment, Marking & Homework Policy is consistently applied across the School.
- 2.2** The Assessment, Marking & Homework Policy will be reviewed annually by the Deputy Headteacher responsible for Teaching & Learning to ensure that it is appropriate and meets the needs of the School.
- 2.3.** The Deputy Headteacher responsible for Teaching & Learning will be responsible for ensuring that all teaching staff receive training on the School's approach and expectations around assessment, marking and homework.
- 2.5** Faculty Leaders (Heads of Faculty, Year Group Leaders and Heads of Subject) are responsible for ensuring that teaching staff within their faculty areas are aware of the expectations, monitoring the practice of teachers and addressing such practice where it falls short of the expectations set out in this Policy.
- 2.6** Teachers are responsible for ensuring that they are aware of the School's expectations around assessment, marking and homework and for ensuring that their practice meets the requirements set out in this Policy.
- 2.7** Teachers and Faculty leaders are responsible for keeping parents updated regarding student progress, participation in learning and homework.

3. Principles

- 3.1** Assessment, both formative and summative, is a vital part of the learning process.
- 3.2** Assessment will form part of every lesson in the school.
- 3.3** The marking of assessment provides students with vital feedback on their progress and on how to improve. It is an important part of the learning process.
- 3.4** Marking should be manageable for teachers in terms of workload.
- 3.5** Students benefit from completing homework.
- 3.6** Homework should be set regularly.
- 3.7** Teachers will share information about assessment and homework with parents.

4. Aims

- 4.1** To establish a consistent approach to the way in which students are assessed.
- 4.2** To establish a consistent approach to the way in which students receive written feedback.
- 4.3** To establish a consistent approach to the way in which students are set homework.
- 4.4** To enable staff to evaluate the effectiveness of their teaching and to inform future planning, intervention, homework and assessment.
- 4.5** To close learning loops, bridge knowledge gaps and improve the learning dialogue a teacher has with their students and vice versa.

5. Expectations

- 5.1** The School's expectations for teachers around assessment, homework and marking are set out each year in the Teaching & Learning Code – see Appendix 1
- 5.2** The Teaching & Learning Code is reviewed each year by the Deputy Headteacher responsible for Teaching & Learning.
- 5.3** Any amendments to the Teaching & Learning Code will be communicated to staff at the earliest possible opportunity and/or before the first monitoring window commences.
- 5.4** Assessment must provide teachers with enough evidence to accurately report attainment where required.
- 5.5** Teachers are required to record a Current Learning Grade at least three times per academic year for their students using the assessment evidence generated.

- 5.6** Current Learning Grades will be shared with parents, alongside the Student Attitude to Learning, the % of homework, minutes late, behaviour point and shares – see Appendix 2.

6. Monitoring, reporting and evaluating

- 6.1** Assessment, marking and homework is reviewed each year as part of the School's annual review.
- 6.2** Delivery of assessment, marking and homework is monitored by the Deputy Headteacher and Assistant Headteacher responsible for Teaching & Learning, alongside Heads of Faculty, Year Group Leaders and Heads of Subject through:
- 6.2.1** Learning walks and lesson sampling.
 - 6.2.2** Work sampling and homework sampling.
 - 6.2.3** Lesson observations.
- 6.3** Monitoring and evaluating assessment, marking and homework will primarily take place during calendared windows – although it may take place outside of these windows.
- 6.4** Where concerns are identified these will be fed back to directly to the teacher via the teacher's line manager or another senior colleague.

7. Staff training

- 7.1** Teaching staff will receive regular training on assessment.
- 7.2** All new staff will receive an Induction Programme with training on the School's approach to assessment, marking and homework.

8. Assessment and Review

- 8.1** Teachers will be asked to complete a staff survey each year, giving them the opportunity to provide feedback on the School's approach to assessment, marking and feedback.

Appendix 1

Denbigh School - Teaching & Learning Code

1. The beginning of the lesson

- 1.1 Students should enter the room in an orderly manner. Teachers should enforce this expectation.
- 1.2 Students must be given a starter activity that challenges them as soon as they enter the classroom.
- 1.3 Teachers greet students positively and at the door where possible.
- 1.4 Teachers take registers aloud, students in silence.
- 1.5 Teachers will challenge latecomers and record any minutes late.

2. Planning

- 2.1 Teachers must be aware of groups of students in their class. These groups will include:
 - Disadvantaged students
 - HPA, MPA and LPA students
 - Students with SEND
 - Students with EAL
 - Students who are underachieving (including those on a RAP)
- 2.2 Lessons should challenge all learners.
- 2.3 Lessons should be appropriately adapted to meet the needs of all students including SEND
- 2.4 When introducing the lesson objectives, teachers should explicitly outline the new knowledge and skills that students will be learning and identify key terminology. Teaching should be 'word conscious'.
- 2.5 Lessons should be planned in sequences following faculty schemes of learning. New knowledge should build on previous learning.
- 2.6 Teachers should follow SONAR when planning lessons (Starter, Objectives, New knowledge, Assessment, Review)

Starter – Students are given a starter activity that challenges them and is relevant to their learning.

Objectives – The learning objectives are made clear and have been communicated to students.

New knowledge – Lessons will introduce some new knowledge or skill. This will be appropriate and challenge all learners.

***Assessment** – Learning will be frequently and systematically assessed throughout the lesson.*

***Review** – The learning will be brought together with a plenary activity.*

3. Assessment & Feedback

- 3.1** Assessment will be primarily formative.
- 3.2** Assessment will form part of every lesson to check for understanding and adapt lessons accordingly.
- 3.3** Teachers should maximise opportunities for questioning all students in the lesson, using the 'no hands up' approach.
- 3.4** Teachers should frequently use low stakes assessment to systematically test students' cumulative acquisition of knowledge.
- 3.5** Teachers will follow the Faculty Assessment and Feedback guidelines which will be based on the following principles:
 - Assessment and feedback need to be manageable for staff and meaningful for students.
 - All classes must receive regular, good quality feedback.
 - Assessments should provide teachers with sufficient information to award an accurate CLG.
 - There is no minimum requirement for written marking.
 - A range of approaches can be used to feedback to students.
 - There should be a consistent approach across subjects or key stages.
 - Books and folders should receive some 'maintenance scrutiny' once per ½ term to maintain good quality presentation.
- 3.6** Students must show a pride in the presentation of their work. Exercise books and folders must be well presented.

4. Behaviour & Engagement

- 4.1** All teachers must consistently use the School's consequence system.
- 4.2** Every class must have and use a seating plan in class charts.
- 4.3** Teachers should be aware of the distinction between engagement and behaviour and challenge a lack of engagement where necessary.
- 4.4** There should be no dead time. The pace of the lesson should be appropriate for all learners.
- 4.5** Teachers will take ownership of the behaviour of their students, employing a range of strategies to improve behaviour, including contacting parents where necessary.
- 4.6** Teachers should use the language of Engagement, Kindness & Respect and Do No Harm where appropriate.
- 4.7** Teachers should monitor student uniform to ensure that it meets the school's expectations.

5. The end of the lesson

- 5.1** All lessons must have a Review that pulls together the key learning from the lesson.
- 5.2** The teacher should briefly preview the next lesson or sequence of lessons.
- 5.3** Student should continue learning as close to the end of the lesson as possible.
- 5.4** Students should be dismissed by the teacher in an orderly fashion.
- 5.5** The classroom should be left in an appropriate state for the next member of staff.

6 Homework

- 6.1** Homework should be set in accordance with the Year Group guidelines set out below.
- 6.2** Homework should be primarily focussed on extended practice enabling students to improve their fluency and confidence as well as supporting a deeper and more fluent recall of knowledge. Independent learning tasks and/ or research projects are acceptable where applicable to the curriculum.
- 6.3** Homework instructions/ details must be placed in the class TEAMS page as an assignment.
- 6.4** Homework should be set in a way that allows the teachers to determine which students have completed it, teachers need to be able to enter a percentage of completion on all progress reports.

Homework Guidelines

Year 7 & 8

- Homework is compulsory for all students.
- Subjects with 1 hour per week should set a minimum of 1 ½ hours of homework per half term.
- Subjects with 2 hours per week should set a minimum of 2 hours of homework per half term.
- Subjects with 3 hours per week should set a minimum of 3 hours of homework per half term.
- Faculties can decide how frequently this work is set.
- There must be consistency across a faculty.
- Project homework duration is capped at ½ term.
- Half termly projects must include a milestone.
- Teachers should be able to track who has completed the homework.
- Homework can incorporate independent learning resources e.g. GCSE Pod, My Maths etc.

Year 9 – 11

- Homework is compulsory for all students.
- There must be consistency across a faculty.
- Homework should be set frequently.

- Teachers do not need to set homework for 2 weeks per half term e.g. set homework 4 out of 6 weeks, 5 out of 7 weeks.
- Each piece of homework set should take students a minimum 45 minutes to complete.
- Teachers should be able to track who has completed the homework.
- Homework can incorporate independent learning resources e.g. GCSE Pod, My Maths etc.

Year 12 & 13

- Homework is compulsory for all students.
- Homework should be set weekly.
- Reading homework's can be set, but these should not make up more than 25% of homework set per half term.
- If a reading homework has been set, there should be some follow up learning activity that takes place in lessons.
- Aside from reading homework, teachers should be able to track who has completed the homework.
- Students should receive a minimum of two hours homework per week from each subject.

Appendix 2

Attitude to Learning descriptors

<p>Cause for concern 1</p>	<ul style="list-style-type: none"> • I rarely bring the correct equipment to lessons and do not complete homework. • I am rarely attentive in lessons, needing reminders to listen to the teacher and others or their contributions. • I rarely attempt to complete work set to a good standard and do not seek help when needed. • I rarely make positive verbal contributions. • I take little care with presentation of work and books. • I am sometimes late to lessons.
<p>Room for improvement 2</p>	<ul style="list-style-type: none"> • I sometimes bring the required equipment and completed homework to lessons on time. • I am sometimes attentive to the teacher and others' contributions to lessons. • I sometimes complete the work set to a good standard, seeking help when needed. • I can make positive verbal contributions. • I want to improve my work and respond to feedback but this may not be in as much detail or to a standard that I am capable of. • I attempt to present my work and books to a good standard. • I am sometimes late to lessons.
<p>Good 3</p>	<ul style="list-style-type: none"> • I am nearly always well organised, bringing the required equipment and completed homework to lessons on time. • I am usually attentive to the teacher and others' contributions in class. • In lessons, I nearly always complete the work set to a good standard, seeking help when needed. • I make positive verbal contributions. • I have the capacity to reflect and act upon feedback but occasionally need prompting. • I take care with presentation of my work and books. • I am punctual to lessons.
<p>Very good 4</p>	<ul style="list-style-type: none"> • I demonstrate evidence of wider reading and research (sixth form only). • I am well organised and my homework is always thoroughly and carefully completed. • I am consistently focused in lessons showing determination to challenge myself. • I participate with enthusiasm and energy in both discussion and independent tasks. • I am always looking at how to improve my work, listening to teacher feedback and applying improvements independently to a high standard. • I am punctual to lessons.
<p>Exceptional 5</p>	<ul style="list-style-type: none"> • I consistently show all the characteristics of very good. • I seek challenge and independently extend my learning outside the classroom. • I have a positive influence on the learning of others by sharing my knowledge and skills with empathy.