



**Bosworth
Independent
College**

Assessment, Homework, Target Setting and Reporting Policy

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Lead for Review	Assistant Principal Academic

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Ethos

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

How and when assessment occurs

Baseline tests are conducted during induction week when student first come to Bosworth. These on-line tests are conducted through Durham University. Students receive a grade for maths, English and non-verbal reasoning.

Welcome letters are sent to the families of all students new to the school, at the end of the first half of the autumn term. These letters provide contact information and also initial advice from the personal tutor on the Student's Progress.

Homework should be set at the end of each lesson; 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 grade that is relevant to the final exam. All written homework should include detailed positive comments to improve. Both students and teachers should reflect on this homework and then aim to make progress based on the grades and comments made.

Class tests are conducted in lessons by the class teacher each half of the autumn term. There is an optional class test in January and again in the first half of the summer term. These tests are set and marked by the class teacher and used to monitor students' progress. The tests are marked to the standards of the relevant exam board and include positive comments to improve. Moderation of the tests should occur by the Head of Department where applicable. Information from the class tests are entered by the teacher into Engage, a computer programme now used throughout the school.

When setting and marking homework and class tests, teachers should keep in mind the student's special needs, as detailed in our SEN register held on the P-drive.

Mock exams are conducted annually in the week after the spring half term holiday. The mock exams are set and marked by the class room 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 Bosworth Hall and they are coordinated by the examinations officer.

External exams are conducted in the summer term according to the examinations timetables set by the awarding bodies. Our year 12 students take external AS level examinations, to enable them to develop their experience in exams and to provide useful progress information.

Termly subject reports are completed by classroom teachers using Engage and are sent to parents at the end of the autumn and spring terms. In additional cohorts that do not have an external exam at the end of the year, receive a letter from the Course Director at the end of the year. Parents receive notification via email that subject reports are available on the parent portal. Subject reports include tests and mock examination results relevant to that term. An attainment grade is awarded by every teacher that is based on the grading system for that subject; it is a target based not only on the student's prior performance, but with a view to their future performance.

Cohort	Assessment
<p>A-level years 12 and 13</p> <p>GCSE year 11</p>	<ul style="list-style-type: none"> • Baseline tests • Welcome letters for new students in week 6 of the autumn term. • homework • Class tests • Mock exams • External exams. IELTS is taken by overseas students in year 13 only. • Termly subject reports autumn and spring. Course Director letter in the summer term.
<p>GCSE years 9 and 10</p>	<ul style="list-style-type: none"> • Baseline tests • Welcome letters for new students in week 6 of the autumn term. • homework • Class tests • Mock exams • Termly subject reports autumn, spring and summer.
<p>APP</p>	<ul style="list-style-type: none"> • Baseline tests • Welcome letters for new students in week 6 of the autumn term. • homework • Class tests • Mock exams • External EFL exams; PET, KET or iGCSE English

	<ul style="list-style-type: none"> • Termly subject reports autumn, spring and summer.
BTEC	<ul style="list-style-type: none"> • Baseline tests • Welcome letters for new students in week 6 of the autumn term. • Ongoing coursework assessment that is marked internally but externally moderated. • Termly subject reports autumn and spring. • Course Director letter in the summer term.
UFP	<ul style="list-style-type: none"> • Baseline tests • Welcome letters for new students in week 6 of the autumn term • Ongoing unit tests that are internally set, marked and moderated. • Termly subject reports autumn and spring. • Course Director letter in the summer term.

How assessment information is used

The classroom teacher sets an attainment grade that is included on the termly subject report. The attainment grade is the student's academic target for the following term. The full range of assessment that that has been collected for a student is used to set these academic targets. The individual subjects' academic targets are also discussed with the student by the personal tutor. The targets are made available to parents via the termly reporting process.

Classroom 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. The Personal Tutors also set non-academic targets, as relevant to the student's stage of development. These targets are included in the end of term letter that is sent to parents, via the parent portal.

Course Directors formally review assessment information on an ongoing basis. Any students who are significantly underperforming are identified and discussed with the Vice Principal; appropriate strategies are then put in place to help the students make progress.

Other senior management 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 termly subject reports and also at Parents' Evening, which is held in the second half of the Spring Term after mock exams.