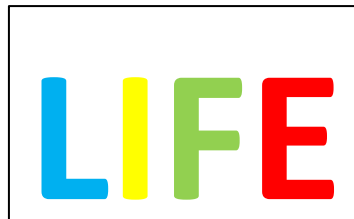




Gryphon School

Assessment & Feedback and Homework Policy and Practice

September 2026



The Gryphon Document Control Table	
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1. Statement of intent

Assessment and Feedback are two of the most important activities teachers do. At the Gryphon School we understand that the effective use of assessment and feedback techniques has a powerful influence on pupils' learning and progression. Assessment and feedback are key aspects of a teacher's responsibility and are prominent strategies for communicating with pupils – assessment and feedback are part of the school's comprehensive review of teaching, learning, and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff.

This policy is directly linked to point 6 of the teachers standards, '**Making Accurate Use of Assessment**' which details that all teachers:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

At the Gryphon School we fully embrace assessment and feedback. We believe that it:

- has a bigger impact on a student's learning than any other intervention- ***providing the student actively responds to teacher comment(s)***
- shows that we value the students' efforts.
- allows individual feedback in the form of praise and guidance on misconceptions and inaccuracies
- informs teacher planning

We place high quality, consistent assessment and feedback at the heart of teaching and learning in our school. This policy outlines consistencies (elements of good practice) that should be used in many lessons across the school.

This policy aims to ensure that assessment and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.

2. Roles and responsibilities

The headteacher and senior leadership team are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether assessment and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Heads of departments are responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of assessment and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher and SLT.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.
- Regularly tracking Mark 12 progress at KS4 and Mark 6/3 at KS3 for their teaching staff and following up any underperformance or discrepancies.
- Ensuring that all assessments add value to students at all stages of the assessment process, e.g. before (through shared and taught revision strategies), during (50-minute silent assessment), and after (purple pen/DIRT tasks).
- Ensuring that all assessment improve student knowledge retrieval.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when assessing and providing feedback.
- Ensuring that pupils understand the feedback they have been given and actively improve upon each assessed piece of work.
- Allowing pupils to ask questions in regard to any feedback they have receive

3. Gryphon Assessment and Feedback Expectations

Key Stage Overviews of Assessment and Feedback

KS5 – Assessment and Tracking

From September 2024 students will have 12 formally assessed pieces of work by each teacher in year 12 and 10 formally assessed pieces of work by each teacher in year 13. All grades/ marks will be entered into **Arbor** (our Management Information System) where they will be visible to parents. HODs can see on Arbor and report to their SLT link how many of the Mark 12s have been done at each stage of the year in their fortnightly link meetings.

KS4 – Mark 12

Mark 12 is a key pillar of the Gryphon's academic culture. If a subject has 3 or more lessons per class per fortnight then teachers are required to:

- Formally assess 12 pieces of work each year (6 for subjects with less than 3 lessons a fortnight) in Year 10 and 10 pieces of work in Year 11
- Assess these 12 pieces using your department's Mark 12 sheet which include **Now Tasks** for students
- Enter the marks into **Arbor** (our Management Information System) where they will be visible to parents

All student grades are visible to the head of department and SLT on Arbor and heads of department report to their SLT link in their designated fortnightly meeting slot.

KS3 - Mark 6

From September 2024 KS3 has changed from Mark 12 to Mark 6 (Mark 3 if you have less than 3 lessons a fortnight). The vision outlined and shared with all staff is as follows:

To have a KS3 Assessment policy which:

1. Is fit for purpose in each dept
2. Adds significant value to students before, during and after assessment
3. Helps to teach students (and parents) HOW to prepare & revise
4. Is better communicated with parents
5. Improves parental engagement with HW, revision and assessment.
6. Improves student knowledge retrieval
7. Better prepares students for rigours of KS4
8. Reduces teacher workload - From 12 to 6

KS3 Assessment In Practice

All KS3 assessment should consist of:

1. A revision lesson or a preparation lesson – where students are equipped with the skills, content and links to go away and revise / prepare. Teachers should be uploading all revision documents to Teams as parents can access Teams from Sept 2024.
2. An assessment lesson which is 1 hr (50 mins plus extra time) **in silence & individual** (excluding drama and PE etc)
3. A graduated assessment – starts easier and gets more challenging throughout
4. Assessments that build on previous content / skills and continually refer back to previous topics/content where appropriate. Eg Year 9 maths assessment 4 refers to what students have learnt in half term 4 but includes questions on prior topics and learning from year 7 and 8.
5. A follow up ‘purple-pen’ lesson where students go through whole class misconceptions and individual mistakes actively improving their work.
6. Clear mark schemes with built-in moderation time during dept and T&L meetings.
7. Centrally stored assessments either in a folder/ book for the whole of KS3.
8. Allocated CPD time on marking/ time management/ best practice

Reporting

For years 7 to 9 we send home a review once per term. Teachers will enter a choice of 4 grades, **Mastering (8&9), Secure (6-8), Developing (4&5) or Emerging (1-3)**. Students are also given an *Attitude to Learning* grades for **Classwork** and **Homework** (on a 1 is good to 4 is bad scale) and this, together with the student’s attendance, forms the review. Common sense tells us that the grade awarded here should bear some resemblance to those given for the Mark 6 assessments above. Each student’s tutor will write an accompanying commentary on one of the 3 reviews so, for instance, the second year 7 review of the Year will include 500 characters (not words!) by the tutor about a student’s progress alongside the grades.

For years 10 to 13 we send home a review once per half-term. At KS4 and KS5 teachers will enter a **numerical grade from 1-9** e.g. a 6 and *Attitude to Learning* grades for **Classwork** and **Homework** (on a 1 is good to 4 is bad scale) and this, together with the student’s attendance, forms the review. Again, common sense tells us that the numerical grade awarded here should bear some resemblance to those given for the Mark 12 assessments above. There is, however, no accompanying commentary at any point.

Our data team will put each set of review data into **SISRA**. This is a programme which makes it easy to see how students are doing against their targets. The SLT link to each department

will review this data with the head of department but we also encourage teachers to look at what SISRA is saying for their own classes.

Data Entry on Arbor and Review Process

In order to ensure an accurate and timely understanding of student progress for Heads of Department (HODs), the Senior Leadership Team (SLT), SAST, Heads of Year (HOYs), and parents, it is essential that teaching staff input assessment data into Arbor in accordance with the school's assessment calendar and assessment practices.

1. Ongoing Mark 12/Mark 6 Data Entry

Staff are expected to enter Mark 12 (KS4/5) and Mark 6 (KS3) assessment data on Arbor throughout the year, as and when students are assessed. This should reflect the actual timing of internal assessments. It is important that this data is not bulk uploaded retrospectively or entered late in the academic year, as this undermines the accuracy and usefulness of student tracking and departmental analysis. Timely and consistent entry of assessment data allows SLT, HODs, HOYs, parents, SAST and other stakeholders to maintain an up-to-date picture of progress and intervene where necessary.

2. Scheduled Student Review Data Entry

Alongside ongoing assessment data, formal student review data is collected according to a set schedule, with deadlines published in advance of the academic year following consultation with teaching staff and unions. Staff are expected to complete their Arbor data entry by these deadlines so that the information shared with students, families, and colleagues is as accurate and up to date as possible. We appreciate that there may occasionally be circumstances that prevent timely completion. If, for any reason, a colleague is finding it difficult to meet a deadline, we ask that they get in touch as early as possible with Stephen Tuke, Paul O'Donnell, or the Data Team (Jon Prestwood and Luke Shears). This allows time to explore options, offer support, and ensure a smooth process for everyone involved. We are always happy to work with staff to find practical solutions when challenges arise.

Supporting Staff Through Appraisal and Ongoing Conversations

As part of the September appraisal meetings and mid-Year appraisal, line managers will review each colleague's data entry from the previous academic year. This is an opportunity to ensure staff are well-supported in meeting expectations and to identify any patterns where additional guidance or support may be helpful. Where persistent or ongoing difficulties with data entry have occurred, line managers will work collaboratively with staff to understand the underlying issues and agree on practical, supportive steps to move forward. The aim is always to create an environment where colleagues feel confident and equipped to fulfil this important part of their role.

Additional Recommended Assessment Practices

In addition to the formal Mark 12/6 school policy the school also encourages teachers to adopt the following practices.

- **Check marking**

Check marking can be useful and the purpose is threefold:

1. Check that work is completed
2. Check that the work is appropriate for the student's ability
3. Check for any gross misconceptions
4. Check and maintain high standards and quality of student's exercise books and presentation

Teachers will acknowledge such work variously through the use of an effort grade, ticks, simple marks or corrections and/or brief attainment based comments.

- **Self and peer marking**

This can be useful learning exercise, if done in an environment where students have been taught effectively how to do it. Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there.

- **Verbal feedback**

Verbal feedback is a valuable form of formative feedback. Some departments may use this type of feedback more frequently because of the nature of their subject. For example, the most effective feedback can often be verbal in some of the more practical subjects. There is no expectation for teachers to keep any record any verbal feedback.

- **Whole class Feedback**

Whole class feedback is an effective strategy for tackling common misconceptions and one that is encouraged at the Gryphon. However, any whole class feedback must be based on the marking of all students work.

Artificial Intelligence (AI)

Staff should be aware of the potential risks of a student using AI to complete their classwork, homework or coursework. All staff should know what to do if they believe this is the case. They should familiarise themselves with the JCQ documentation: https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf

If teachers suspect that a pupil has used AI to partially or fully complete a piece of assessed work they should:

- Make their Head of Department aware of their suspicions.
- If appropriate, use an online AI content detector to check the authenticity of the work. Two examples are: <https://gptzero.me/> and <https://copyleaks.com/ai-content-detector>

- If suspicions are high and proof that the work has been produced by AI is obtained, the teacher should arrange a meeting with the student and HOD to discuss the drawbacks of using AI for submitting work.
- If the work is part of an NEA and marks will count towards the student's GCSE or A Level results *and* the AI generated content has not been correctly referenced, they should not award marks and ask the student to reproduce the work (if appropriate).
- If the student has signed an exam board declaration form but work is still suspected to have been generated using AI, the teacher should seek advice from the exams manager.

Further support and advice can be found on the Digital Learning support pages via the Staff Portal.

All suspicions should be dealt with on a case-by-case basis and thorough investigation should take place before contacting parents, meeting with students or contacting exam boards.

A teacher may deem it necessary to make an 'observation' using Arbor to record an individual student's suspicious activity.

4. Homework Policy and Practice

Introduction

Homework is defined as anything that pupils do outside the normal school day, in response to guidance from the school, which contributes to their learning.

Rationale for homework

Homework is an important part of education: it helps pupils to develop effective work habits, and allows consolidation of skills and knowledge learnt in school. Homework often plays a significant role in raising a pupil's level of attainment. However, the Gryphon school also acknowledges the importance of family time and leisure time in ensuring pupils are able to achieve balance in their lives. We truly want all students to live life in all of its fullness.

Aims and objectives

The aims and objectives of homework are:

1. To reinforce classroom learning.
2. To help pupils to develop skills and attitudes they need for successful lifelong learning, including independence, investigation, enquiry, organisation, perseverance and self-discipline.
3. To keep parents in touch with what their children are doing in school and to give them the opportunity to help and support their child's learning.
4. To provide opportunities to go beyond what has been learnt in class or to prepare for material that is going to be covered in class.

Types of homework

During their time in school, pupils will be set a wide variety of homework tasks. Tasks may include, but are not limited to, revision, research, preparation of presentations, extended writing, problem solving, analysis of data, evaluation of resources, reading, and making / creating.

In Years 7 to 13, brief details of each homework set will be recorded by the subject teacher on microsoft TEAMS with a clear deadline for completion.

Amount of homework

Homework expectations are shared with all parents via email at the start of each half term. In Years 7 to 9 homework expectations are as follows:

Subject	Homework Expectations
<u>Art</u>	Students will be set one homework per half term (drawing or literacy tasks). All homework will be set via Teams.
<u>Computing</u>	Students will be set one piece of homework per half term for computing in KS3. This homework will include quizzes, independent research tasks, and revision tasks for assessments such as learning key vocabulary. All homework will be set via Teams.
<u>Creative Design</u>	Students will be set three piece of homework per term (title/ mind map, complete design ideas, complete making process) for creative design in KS3. This homework will include drawing, literacy and design development. All homework will be set via Teams.
<u>Drama</u>	Students will be set one piece of homework per term for Drama in KS3. This homework will include worksheets based on topics we are focusing on, creation of posters/ presentations, quizzes, independent research tasks, and learning lines.
<u>English</u>	Set twice in a unit, either a forms vocabulary assessment, a forms comprehension quiz or a Seneca assignment. Reading for pleasure is ongoing, using Track My Read to log how much and what they are reading.
<u>Food & Catering</u>	Homework for KS3 is to independently weigh out their ingredients at home prior to the practical cooking lessons.
<u>French</u>	Students will be set homework weekly from a variety of sources such as vocabulary learning, Seneca, printed worksheets, Quizlet, Blooket, specific cultural projects.
<u>Geography</u>	Students will be set a choice of tasks A & B for each unit each half term. This will take the form of revision materials, model making, long written formats and creative data representations. Full details will be submitted each half term via TEAMS
<u>History</u>	Students should expect a homework every fortnight. This will take a wide variety of forms including writing an assessment; practicing questions; revision; designing title pages; researching a topic; preparing for presentations; reading articles;

	watching short documentaries. This will be set on Teams/assignment and is always designed to add to the knowledge and skills facilitated in the lessons.
<u>Maths</u>	All students have one hour of Sparx homework each week. They should aim to get 100% correct, using all the support both the maths department and Sparx offer. Sparx is designed to intelligently retrieve prior knowledge, testing and setting tasks that are suitable to each, individual student.
<u>Music</u>	Students will be set a minimum of one piece of music homework per half-term. All homework tasks will need to be completed on Microsoft Quiz. Students will have <u>two</u> weeks to complete each music homework task. All homework tasks will be set via Teams.
<u>Physical Education</u>	Students will be set one piece of homework per term for PE in KS3. The homework will be to attend a sports related club either within school or outside of school. This is with a view to boost participation and activity levels within our community.
<u>Religious Education</u>	Students will be set one piece of homework per term for RE in KS3. This homework will include learning key vocabulary, independent research tasks, create responses tasks and revision tasks for assessments. All homework will be set via Teams.
<u>Science</u>	Students in years 7 and 8 will receive one piece of homework per topic. The homework tasks will consist of a mixture of online quizzes, creative tasks and research-based activities. All homework will be set on Teams at a point in the topic which the teacher feels is appropriate. Students in years 9 will receive one piece of homework per topic. These tasks will include independent revision, consolidation of knowledge, online tasks and exam style questions.
<u>Spanish</u>	Students will be set homework weekly from a variety of sources such as vocabulary learning, Seneca, printed worksheets, Quizlet, Blooket and specific cultural projects.

Homework expectations are shared with all parents via email at the start of each half term. In Years 10 & 11 homework expectations are as follows:

Subject	Homework Expectations
<u>Art</u>	Students will be set homework once per fortnight in conjunction with the checklist/hand-in-tasks. Homework tasks will include specific project related research, literacy and drawing, together with completion of classwork.
<u>Biology</u>	GCSE Biology homework will typically be set every 2/3 weeks but nearer assessment/exam points this may become more frequent. These tasks include independent learning, revision, consolidation of knowledge, online tasks and exam style questions.

Business Studies	Students will be set one homework per topic set. Homework tasks will involve completing a Seneca Learning module and completion of an exam question, with support.
<u>Chemistry (separate)</u>	GCSE Chemistry homework will typically be set every 2/3 weeks but nearer assessment/exam points this may become more frequent. These tasks include independent learning, revision, consolidation of knowledge, online tasks and exam style questions.
<u>Child Development</u>	There will be one 40–45-minute task a week based upon the topics being covered at that time. There will be a combination of activities including - worksheets / practical tasks / research / presentation preparation / reading.
<u>Computing</u>	Students will be set one homework per week on the topic they are studying at the time. These tasks include independent learning, revision, consolidation of knowledge and exam style questions.
<u>Creative Design</u>	Students will be set homework once per fortnight. Homework tasks will include specific project related research, literacy and drawing, prototyping, together with completion of classwork.
<u>Drama</u>	Students are set a range of homework tasks in year 10 & 11. This ranges from independent learning, revision tasks, consolidation of knowledge, reading scripts, learning lines, planning design and exam style questions.
Economics	Students are expected to follow current affairs through the news, articles or podcasts. This is integral to obtaining the highest grades and will form the basis of in-class discussion. They will also complete a Microsoft Forms quiz once a week.
<u>English</u>	Set once a week – either a 30 minute Seneca assignment, wider reading/research or a Forms comprehension quiz on unseen fiction and non-fiction texts.
<u>Food & Catering</u>	Homework is a combination of independently weighing out ingredients prior to the practical cooking lessons, revision for their food hygiene and safety assessment and nutrition assessment & coursework and cooking exams. Students will also be tasked with reading through material ready for the counted coursework hours, practicing the chosen dishes at home & revision for PPE's and exam questions.
<u>Film Studies</u>	Homework is set three times a half term – a mixture of terminology revision, analysis tasks, wider reading/watching.
<u>French</u>	Students will be set fortnightly homework from a variety of sources, such as <i>Quizlet</i> for vocabulary learning/revision, <i>Seneca</i> for support with grammar, vocabulary learning, and exam style questions, <i>Printed booklet</i> /

	<i>Kerboodle/Exam Pro</i> based task for offline vocabulary learning and practicing exam style tasks. In terms of length/duration, homework should last around 45 minutes.
<u>Geography</u>	Homework will be set weekly. Homework assignments will cover a variety of skills, including mathematical, cartographic (including map analysis), photography analysis, and data analysis. Additionally, students can expect exam practice papers, case study revisions, and a range of printed and ICT-based resources available on platforms like TEAMS, Forms Quizzes, websites (including Bitesize and YouTube). Supplementary study notes from their Geography CGP guide will also aid exam preparation.
<u>German</u>	Students will be set weekly homework from a variety of sources, such as <i>Quizlet</i> for vocabulary learning/revision, <i>Seneca</i> for support with grammar, vocabulary learning, and exam style questions, <i>Printed booklet / Kerboodle/Exam Pro</i> based task for offline vocabulary learning and practicing exam style tasks. In terms of length/duration, homework should last around 45 minutes.
<u>History</u>	Students should expect a homework every fortnight. This will take a wide variety of forms. However, the planning; drafting and writing of exam questions will dominate the types. Other homework could include revision tasks; reading; watching documentaries; researching. This will be set on Teams/assignment and is a vital part of preparing each student to perform to their maximum potential in the GCSE. Every task is designed to add to the knowledge and skills facilitated in the lessons.
imedia	Students are not permitted to work on coursework outside of lessons, however on some occasions students may be set homework on any theory topic they are studying at the time in preparation for their written exam. These tasks include independent learning, revision, consolidation of knowledge and exam style questions.
<u>Maths</u>	All students have one hour of Sparx homework each week. They should aim to get 100% correct, using all the support both the maths department and Sparx offer. Sparx is designed to intelligently retrieve prior knowledge, testing and setting tasks that are suitable to each, individual student.
<u>Music</u>	Students will be set a minimum of one piece of music homework per 2-week cycle by either Mr Mizen or Mr McDonald. Homework tasks will include: Formative Listening Exercises on Microsoft Quiz, Consolidation and Revision Listening or Research Tasks in preparation for Summative Listening Exercises. Students will have <u>one</u> week to complete each music homework task. In Year 11, students will each be given a Music homework booklet each term. These booklets will each contain respectively, the three pre-PPE1 and three pre-PPE2 homework tasks for students to complete independently each week for either Mr Mizen or Mr McDonald. Students will also require the related mp3 tracks accessible via Teams.

<u>Photography</u>	Set on a rolling bases depending on what unit is currently being studied. Expectation is that students will spend time outside of school creating images or finalising written elements. The equates to approximately one hour of homework per week.
<u>PE & Sport</u>	Pupils will be set weekly homework tasks to consolidate their learning and also allow them to prepare for any assessments or examinations.
<u>Physics</u> (separate)	GCSE physics homework will typically be set every 2/3 weeks but nearer assessment/exam points this may become more frequent. These tasks include multiple choice forms quizzes, independent learning, revision, consolidation of knowledge, online tasks and exam style questions.
<u>Religious Education</u>	Students will be set two homework booklets for each half term. This booklet contains tasks for students to complete each week. These tasks include independent learning, revision, consolidation of knowledge and exam style questions.
<u>Science (combined)</u>	GCSE science homework will typically be set every 2/3 weeks but nearer assessment/exam points this may become more frequent. These tasks include multiple choice forms quizzes, independent learning, revision, consolidation of knowledge, online tasks and exam style questions.
<u>Spanish</u>	Students will be set fortnightly homework from a variety of sources, such as <i>Quizlet</i> for vocabulary learning/revision, <i>Seneca</i> for support with grammar, vocabulary learning, and exam style questions, <i>Printed booklet / Kerboodle/Exam Pro</i> based task for offline vocabulary learning and practicing exam style tasks. In terms of length/duration, homework should last around 45 minutes.

5. Rewards

Rewards will be given to pupils in the following ways

- Praise via written and/or verbal feedback
- Contact with home, tutor, head of department and or head of year
- Rewards via Arbor
- Golden tickets
- Stickers placed on work
- Displaying excellent work around the classroom

6. Improvement plans

The school will conduct reviews of marking and feedback through half-termly year group reviews focusing on lesson observations, student voice and book scrutiny. Student voice will play a key role in the leadership team understanding:

- How students feel the practices benefit them
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The school will also conduct reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

SLT will circulate any plans to improve practice to heads of departments, who in turn will distribute these plans to members of staff within their department.

SLT and heads of department will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to their heads of department.

7. Monitoring and review

This policy is reviewed annually by the headteacher and SLT

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is July 2027