



# HARRODIAN

## Curriculum Policy

The Harrodian School offers a curriculum that is characterised by breadth, balance, coherence, relevance, differentiation and progression and which will lead to success in public examinations. We aim to challenge pupils so that they take pride in their work and attain the highest levels of which they are capable. Pupils are encouraged to have high expectations of themselves and to learn to work both independently and in co-operation with one another.

The curriculum throughout the school is reviewed regularly to ensure that it reflects any changes and particularly those associated with GCSE and A level qualifications. At the beginning of each academic year parents are provided with a curriculum handbook which provides concise information about the subject content to be studied.

### The General Aims of the Curriculum

- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others.
- To generate a passion for knowledge and learning.
- To stimulate pupils to think for themselves.
- To achieve the best possible exam results for each pupil.
- To enable pupils to develop self-reliance, self-esteem and self-confidence.
- To enable pupils to use leisure time enjoyably and profitably.
- To have an informed perspective about the role of the individual in the community, in society, in Europe and in the World.
- To promote health and fitness.
- To prepare for the future in an increasingly technology dependent world.

### Teaching and Learning

The teaching and learning processes are significant in determining pupil progress through the curriculum. Teachers have high expectations of their pupils and use a range of teaching methods. A shared experience between teachers and learners is developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

Teachers seek constantly to maintain and improve good standards and to assess expectations and achievements. At all times feedback is given to pupils in order to ensure that they are aware of their achievements and what is required to improve their performance and progress to the next level.

Training and professional development are provided for all staff to ensure that they are informed of current initiatives and developments in their subject areas.

Heads of Department are responsible for preparing schemes of work that ensure that the curriculum is delivered effectively to all pupils including the most able and those with specific learning support needs. Heads of Department are also responsible for their departmental development plans which are reviewed and evaluated on an annual basis.

## **Differentiation**

**The staff of The Harrodian School are committed to promoting educational opportunities for all pupils in all aspects of the life of the School.**

They believe that the School should be providing a quality of education which recognises every student's right to learning in an environment which is free from any sort of harassment, exemplifies the principle of mutual respect and is sensitive to their learning and personal needs. These key principles lead us to policies which equally establish rights and responsibilities.

The Green Paper (February 2001) entitled 'Building on Success' makes the following important points:

"Schools with effective leadership and a strong sense of individual character and responsibility foster these same qualities in their pupils. Very many secondary colleges now achieve high standards for many of their pupils. Under the leadership of effective headteachers and management teams, they have moved beyond the old arguments about comprehensive colleges to create a system appropriate for the 21<sup>st</sup> century - embracing without reservation the principles of inclusion and equality of opportunity on which comprehensives were founded, but moving decisively beyond to tailor provision to meet the full range of individual talents, with a powerful sense of individual character and mission ..... Individual empowerment is the key - empowerment of each individual pupil to develop their talents to the full, and empowerment of each individual college to achieve steadily more."

It is on such understandings and developments that we build our intention to provide well for the learning needs of all students.

**We expect the policy on differentiation to result in:**

- a measurable impact on educational achievement
- a measurable impact on self-image and personal development
- a measurable impact on students' attitudes to their own work and chances of success, and a sense of personal pride in real achievement
- early identification of particular skills and talents
- early identification of learning needs
- a sense of mutual respect between adults and students, and between the students themselves
- effective support to improve pupils' literacy, numeracy, ICT skills and command of English
- breadth of curriculum to match pupils' attainment, abilities, aptitudes and aspirations
- providing pupils with learning mentors or other adults to whom they can relate, with whom they can discuss problems about their own learning
- providing study support so that work can be completed out of class, in a supported and friendly environment
- greater parental involvement and family learning, creating opportunities or learning together and supporting achievement in all aspects of students' learning

**To this end, the School will show that it takes seriously its rights and responsibilities for matching learning opportunities and programmes to students' learning needs, by:**

- providing learning opportunities which ensure that all students, regardless of ability, background, race, gender, motivation or aspiration succeed as well as they possibly can whilst at the School
- ensuring that the learning opportunities available prepare all students well for adult life, its work, its learning and its leisure
- creating opportunities for staff to learn, practise and debate all issues which might improve teaching and learning
- creating opportunities for subject team planning to incorporate differentiation into teachers' lessons through the development of an appropriate range of resources, tasks and challenges
- creating a flexible curriculum which provides well for all students by stimulating them to learn and develop their potential
- providing lively and interesting teaching which opens doors to learning
- identifying early students' individual learning needs by means of effective, coordinated baseline assessment, efficient record keeping by subject teachers and systematic use of records to obtain up-to-date information about learning needs and progress against targets
- providing well trained extension support assistance for pupils with special gifts and talents in and beyond the classroom
- ensuring that all teachers know how to provide support for language learning for students with English as an additional language

**Teachers will show that they take seriously their rights and responsibilities for providing teaching and learning which is well matched to students' needs, by:**

- considering at all times when planning their lessons how students of different abilities, aptitudes and talents learn and following the example of the best practice in the School
- providing lively and interesting teaching which stimulates the continuing interest of all students in the subject
- devising a challenging subject scheme of work which helps students to make good progress at a pace which is appropriate to their abilities, aptitudes and talents
- giving unobtrusive guidance to students about how to improve their work
- involving parents in supporting learning by producing short synopses of what will be covered in each term in a course ("Welcome to....." booklets)
- analysing carefully the knowledge and skills required to learn well in planned contexts, so that tasks set are challenging and interesting but not daunting
- analysing the required knowledge of English for particular tasks, and ensuring that the language capabilities of students match the tasks set
- understanding the links between learning styles, language learning needs, tasks set, activities required, resources and learning support for individual students to make good progress.

**It is expected that students will show that they take their rights and responsibilities seriously by:**

- responding well to challenges set and being determined to meet challenges
- finding ways of completing homework at home or in School
- participating in any extra activities made available to them
- expressing their needs for help whenever this is necessary
- making every effort to improve their work.

**References**

DfEE: Green Paper: Building on Success, February 2001

Labour Party: Realising the talent of all - our mission for a second term, May 2001

Ofsted: Educating the very able: Current international research (1998)  
Recent research on gender and educational performance (1998)  
Recent research on the achievements of ethnic minority pupils  
Inspecting (subjects) 11 to 16 with guidance on self-evaluation  
(May, 2001)

## **Pre Prep Curriculum**

The Harrodian Pre Prep is a place where everyone learns and works in surroundings where there is light, space and colour. Pupils take pride in their school and in what they do, and this is a spur to greater effort and concentration.

### **Overview of Reception Curriculum**

The last year of the Early Years Foundation Stage (EYFS) is referred to as the Reception year. The EYFS prepares children for learning in Key Stage 1 and is consistent with both the National and Harrodian curricula.

Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. The Harrodian Reception curriculum is organised into seven areas of learning.

- Personal, social and emotional development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design
- Physical development

### **Pre Prep 1, 2 and 3**

Pupils in Pre Prep 1 and 2 follow the Key Stage 1 National Curriculum and those in Pre Prep 3 the Key Stage 2 National Curriculum.

The following subject areas form part of the weekly timetable and are taught by the class teacher:

- Literacy
- Numeracy
- Science
- History
- Geography
- Religious Education
- Art
- Design and Technology
- Citizenship

Specialist subject teachers teach:

- French
- Information Technology
- Music
- Sport

## Prep and Senior Curriculum

The tables below illustrate the curriculum plans for the Prep and Senior Schools (8s to 15s).

C = Core subject – compulsory for all pupils

O = Option Subject

The total number of lessons each week for each subject is denoted as a number.

Each lesson is 55 minutes (with the exception of lesson 5 for the Prep School which is 50 minutes).

### Prep School Curriculum

- In the Lower Prep (8s, 9s and 10s) pupils follow the Key Stage 2 National Curriculum
- In the Upper Prep (11s and 12s) pupils follow the 13+ Common Entrance curriculum in English, Maths, Sciences (Biology, Chemistry and Physics), French, Geography, History, RS and Latin. For other subjects the Key Stage 3 National Curriculum is followed.
- Pupils are taught 6 lessons a day – 3 in the morning from 9.00 to 12.05 and 3 in the afternoon from 1.20 to 4.00

### Prep School Curriculum Plan

	8s	9s	10s	11s	12s
Art	C 1	C 1	C 1	O 1	O 1
Humanities (Geography, History RS)	C 3	C 3			
Science	C 3	C 3	C 3	C 4	C 4
Drama	C 1	C 1	C 1	O 1	O 1
English	C 7	C 6	C 5	C 5	C 5
French	C 2	C 2	C 2	C 2	C 2
Spanish				O 2	O 2
Italian				O 2	O 2
Geography			C 2	C 2	C 2
History			C 2	C 2	C 2
ICT	C 1	C 1	C 1	O 1	O 1
Latin		C 1	C 1	O 1	O 1
Maths	C 6	C 6	C 5	C 5	C 5
Music	C 1	C 1	C 1	O 1	O 1
PE	C 1	C 1	C 1	C 1/O 1	C 1/O 1
PSHE/Citizenship	C 1	C 1	C 1	*	*
RS			C 1	C 1	C 1
Sport	C 3	C 3	C 3	C 2	C 2

\*Due to the requirements of the 13+ Common Entrance Examinations the teaching of PSHE and Citizenship are undertaken as follows: during form times at the start of the day from 8.35 to 9.00 once a week.

## Senior School (13s to 15s) Curriculum Plan

Pupils in the 13s to 15s are taught 6 lessons a day – 4 in the morning from 9.00 to 13.00 and 2 in the afternoon from 2.15 to 4.00.

Pupils in the 13s follow the Key Stage 3 National Curriculum except in Science subjects (Biology, Chemistry and Physics) and Mathematics where the GCSE curriculum is initiated.

In the 14s and 15s pupils are prepared for GCSE. More able mathematicians are also prepared for Additional Mathematics. All pupils are required to take the core subjects (English, English Literature, Mathematics, Biology, Chemistry, Physics and one Modern Foreign Language – either French, Spanish or Italian) together with 3 Option Subjects from the following list:

Art, Business, Classical Civilisation, Latin, Geography, History, ICT, Media Studies, Music, Physical Education and 3D Design.

All pupils in the 14s and 15s are taught Physical Education and Sport (3 lessons a week). PSHE and Citizenship are taught during form periods at the start of the day from 8.35 to 9.00 once a week.

	<b>13s</b>	<b>14s</b>	<b>15s</b>
English	C 5	C 5	C 5
Mathematics	C 4	C 4	C 5
Biology	C 2	C 2	C 2
Chemistry	C 2	C 2	C 2
Physics	C 2	C 2	C 2
French	O 3	O 3	O 3
Spanish	O 3	O 3	O 3
Italian	O 3	O 3	O 3
History	C 2	O 3	O 3
Geography	C 2	O 3	O 3
RS	O 1	O 3	O 3
Art	C 1	O 3	O 3
Business	O 1	O.3	O.3
Classical Civilisation	O 1	O 3	O 3
Drama	O 1	O 3	O 3
ICT	O 1	O 3	O 3
Latin	O 1	O 3	O 3
Media Studies	O 1	O 3	O 3
Music	O 1	O 3	O 3
3 D Design	O 1	O 3	O 3
Sport Science/PE	O 1	O 3	O 3
Sport	C 3	C 3	C 3

## Sixth Form and A level Curriculum

Tuition is available at Advanced Level in the following curriculum areas:

- Art and Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Drama and Theatre Studies
- English Literature
- French
- Geography
- Graphic Design
- Government and Politics
- History
- History of Art
- Italian
- Latin
- Mathematics
- Further Mathematics
- Media Studies
- Music
- Music Technology
- Physics
- Psychology
- Philosophy
- Photography
- PE
- Religious Studies
- Spanish
- Extended Project Qualification

In the Lower Sixth students typically study 4 (or in some cases 5) A level courses. In the Upper Sixth pupils usually continue with at least 3 A levels.

The standard teaching allocation for A level courses is 6 x 55 minute periods per week.

Pupils in the Lower and Upper Sixth also participate in compulsory Sport lessons (3 lessons a week).

### Changing Courses

The School recognises that there can be occasions when a student has, for one reason or another, made a wrong choice of options in the 11s, 12s, 13s, GCSE or A Level and may wish to modify that decision.

A great deal of effort will have been expended in reaching any individual student's choice of courses in advance of the start of the September session and any alterations to those well-discussed and researched decisions may not be undertaken lightly. The following points will be reviewed before any changes can be made:

- The implications for change at the stage the student is at. For example, has the student considered the implications for future courses both at the School and in higher education or employment?
- What are the opinions of the relevant Heads of Departments?
- Have the parents been fully consulted and do they approve of the change?

There may be a wide range of further considerations affecting each individual request for a change of course.



The final decision will be taken by the Director of Studies, having taken into consideration every other viewpoint. The School's (and in this case it amounts to the Director of Studies') decision will be final.

## **GCSE Controlled Assessment Policy**

### **Introduction and Overview**

In 2007 the Qualifications and Curriculum Authority (QCA) commissioned a report on internal assessment in GCSE specifications. Such internal assessment was, hitherto, generally known as Coursework. The report published in June 2007 recommended that Coursework should be replaced in the majority of subjects by Controlled Assessment (CA).

Controlled Assessment at GCSE is a form of internal assessment where the control levels are set for each stage of the assessment process:

- Task setting;
- Task taking;
- Task marking.

In some subjects work will be marked by the awarding body (Examination Board). For most subjects, however, work will be marked by the centre (School Staff) and moderated by the awarding body.

In the majority of cases Controlled Assessments will take place:

- In a normal timetabled lesson;
- Entirely within the centre under supervision and with controlled access to resources.

### **Task Setting**

Controlled Assessment components of examinations assess skills, knowledge and understanding which may not readily be assessed by traditional written examinations. CA tasks may take many different forms and may include:

- Printouts;
- Copies of presentations;
- Charts;
- Photographs;
- Letters;
- Artefacts;
- Videos;
- Recordings or transcripts of interviews;
- CDs;
- DVDs.

Teachers will be given guidance by the Examinations Board and they should ensure that candidates know what they are required to do and how marks will be allocated

## Task Taking: Supervision

Supervision can be:

- **Formal** (high level of control); or
- **Informal** (medium level of control); or
- **Limited** (low level of control).

More specifically,

**Formal Supervision** means that the candidates are under direct supervision at all times with no access to email, the internet or mobile phones. Any relevant display materials in the teaching environment which might provide assistance must be removed or covered. The centre should record the date and time of the assessment and the name(s) of the supervisor(s) who may or may not be external invigilators. A formal register should be kept.

**Informal Supervision** implies that the use of resources is not tightly prescribed and group work is permissible provided that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times but the centre must ensure that:

- All candidates participate in the assessment;
- Plagiarism does not take place;
- Sources used by a candidate are clearly recorded;
- Each candidate's preparation for the final production of the work is his/her own.

**Limited Supervision** implies that the work may be completed without direct supervision and research or data collection may take place outside of the classroom. Teaching staff must be fully aware of the parameters under which they operate during the preparation stage of an assignment. These parameters may be different for different specifications and may include advising candidates on:

- The focus of the investigation;
- Sources of information;
- Relevance of materials/concepts;
- Document structure (chapter titles and content);
- Techniques of data collection;
- Techniques of data presentation;
- Skills of analysis and evaluation;
- Health and safety matters.

## Resources and their Attribution

In many subjects candidates will need to use information from published sources when researching and planning their assignments. **The use of the internet is**

**permissible during the research and planning stages but not when the final work is being word processed or written** (unless otherwise stated in the specification).

Specifications will set parameters for Controlled Assessments. These may define such things as:

- A budget.
- Access to the Internet.
- “Mock shop”.
- Simulated or “live” clients or customers.

If candidates quote from a published source they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show, preferably in a bibliography:

- The name of the author.
- The year of publication.
- The page number.

For material taken from the internet, any reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line, e.g. <http://www.bbc.co.uk/schools/16/sosteacher/history/40766.shtml>. Candidates should also be encouraged as a means of good practice to state the actual date when the material was downloaded.

Where candidates are using electronic storage facilities, e.g. CDs, DVDs, laptops, memory sticks, MP3 players, appropriate checks must be undertaken to ensure that only permitted material is introduced into the assessment environment.

### **Completing the Task**

Centres are required to ensure that when candidates are undertaking the tasks, the controls are complied with. Details of the applicable controls will be found in the awarding body’s specification. Time and word limits should be adhered to, as prescribed in the awarding body’s specification.

### **Collaboration**

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example in undertaking research, but candidates **must** provide an individual response as part of any task outcome. Where an assignment may be undertaken as part of a group, for example undertaking field research, each candidate **must** write up his/her own account of the assignment. Even if the data the candidates have is the same, the description of how the data was obtained and the conclusions drawn from it must be in each candidate’s own words. Alternatively, where candidates are required to construct a product, candidates may

collaborate in the construction of the product but their evaluative responses **must** be their own and their individual contribution clearly identified.

### **Feedback**

Whilst feedback may be provided to candidates, centres **must** ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback **must** be clearly recorded. The final work submitted **must** be solely that of the candidate. Any advice to individual candidates over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, e.g. the authentication form.

### **Presentation and use of Word Processors**

Whilst hand written work may be submitted (as long as it is in black ink) **the Boards prefer submissions to be word processed** and word processors may be used without prior approval unless otherwise stated in the specification.

Where appropriate, work submitted may also include printouts/copies of presentations, charts, artefacts, photographs, letters, videos, recordings or transcripts of interviews, as well as witness statements from supervising teachers to record what a candidate has demonstrated.

N.B. In the event that videos or other images of candidates are included as evidence of individual participation or contribution, heads of departments **must** obtain consent from parents.

Particular care should be taken over the presentation of valuable material or material which is of sentimental value. (More information is available: JCQ 4.6.3)

For moderation or external marking purposes, typed or written work should be submitted in a plain cover or folder together with the cover sheets provided by the Board. The cover or folder must be clearly marked with:

- Candidate's name;
- Candidate's number;
- The number of the Centre;
- The Specification title or code, and
- The component/unit title or code.

**Where work is word processed, the candidate must ensure that his/her name appears on each page as a header or footer.**

### **Authentication**

The statutory regulations require **all candidates** to confirm that work they submit for assessment is their own. Each candidate is required to sign a declaration before submitting their work to their teacher/assessor for final assessment. This is to confirm

that the work is their own and that any assistance given and/or sources used have been acknowledged. **Ensuring that candidates do so is the responsibility of the centre.** Centres should record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

It is also a requirement of the statutory regulations that teachers/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. If they are unable to do so, the work should not be accepted for assessment. All teachers/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results. **If, during the external moderation process, there is no evidence that the work has been properly authenticated, the awarding body will set the associated mark(s) to zero.**

### **Marking of Controlled Assessments**

Where controlled assessments are internally assessed and externally moderated, centres **must** standardise marking to make sure that all candidates at the centre have been marked to the same standard. **The Head of Department is responsible for internal standardisation for each subject.** This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

In marking work, teachers should pay close attention to the requirements of the specifications. Teachers should note that it is their responsibility to award marks for work in accordance with the marking criteria specified in the awarding body's specification and subject-specific associated documents.

### **Annotation**

Any guidance given in the awarding body's specification on providing evidence to support the marks awarded must be followed.

Subject to further guidance contained in specifications, one of the following approaches should be adopted:

- summary comments either on the work (usually at the end) or on a cover sheet;
- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- a combination of the above.

Indications as to how marks have been awarded should:

- be clear and unambiguous;
- be appropriate to the nature and form of the work;

- facilitate the standardisation of marking within the centre;
- enable the moderator to check the application of the assessment criteria to the marking.

Where appropriate to the type of work, the evidence to support the marks awarded should:

- indicate where the assessment criteria have been met, e.g. by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work;
- indicate any planning and processing not undertaken individually, and provide details of any assistance or prompting given to the candidate.

### **Internal Standardisation**

Centres should use reference and archive materials (such as exemplar material provided by the awarding body) to help set the standard of marking within the centre.

Where the work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

- Either** a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation;
- Or** all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Following completion of the marking and of internal standardisation, the work must be retained by the centre and not returned to the candidates and centres should retain evidence that internal standardisation has been carried out.

**It is Harrodian School policy not to return any marks to students at any time. Results for Controlled Assessments will only be available from the examination boards and on their published dates.**

### **Malpractice**

Candidates **must not**:

- submit work which is not their own;
- lend their own work to others or allow their work to be copied;
- allow others access to, or the use of, their own independently sourced material (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research);
- use any books, the internet or other sources without acknowledgment or attribution;
- submit work word processed by a third party without acknowledgement.

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied. Further information is available from the Examinations Officer.

### **Submission of Marks and Work for Internally Assessed Controlled Assessments**

Forms for recording final marks for internally assessed controlled assessments are supplied by the awarding body. The forms and any other documentation provided must be completed in accordance with the instructions given and returned to the awarding body by the date specified. As an alternative, centres may submit their marks electronically, as specified by the awarding body.

The centre may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Under no circumstances will the Harrodian School give any marks to pupils or parents/guardians. These will only be available from the examination boards and on the published dates.

### **External Moderation**

The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard.

The normal procedure is postal moderation, where the centre submits a sample of work to the moderator. For certain components however the moderator may visit the centre to mark the sample of work.

By the date specified, each centre must submit to the awarding body:

- details of marks awarded;
- authentication of the work submitted for assessment;
- confirmation that internal standardisation has been carried out as required;
- any other information as the specification may require.

The awarding body (or the moderator on the awarding body's behalf) normally specifies the candidates whose work is required for the moderation sample by name/number. The sample should include work from across the range of attainment at the centre.

For visiting moderation, a visit is arranged for a date and time convenient to both centre and moderator.

For both postal and visiting moderation, the moderator assesses the sample of work using the published marking criteria in the specification.

The moderator marks are compared with the centre marks for the sample of work. If any of the differences between the moderator marks and the centre's marks exceeds the specified tolerance, adjustments are normally applied to the centre's marks.

If further evidence of the centre's marking is required, the moderator may request some or all of the remaining work, which **must** have been kept securely and be available.

If there is a significant disagreement between the centre's rank order and the moderator's rank order, the moderator's marks may be implemented for all candidates for the component at the centre.

### **Return of Work to Centres**

Moderators will normally return work directly to centres where instructed to do so by the awarding body. Controlled Assessments submitted electronically will not be returned to centres.

Centres are required to retain candidates' marked work, whether or not it was part of the moderation sample, under secure conditions, until all possibility of enquiries about results has been exhausted.

### **Externally Assessed Controlled Assessments**

In some specifications, controlled assessment is externally assessed. In such cases, the work of all candidates, together with the authentication statements, must be sent by a specified date to an awarding body/examiner for marking.

### **Candidates who miss a Controlled Assessment**

Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment. An alternative supervised session may be organised for such candidates.

If the scheduled assessment cannot be repeated, for instance because it involves a whole group, then the centre should contact the awarding body for advice. It may be possible to accept an application for part absence. The candidate **must** have covered the whole course and have been fully prepared for the assessment but unable to attend on the scheduled date(s). If a candidate's work has been **lost within the examination centre** and despite every effort it cannot be found, or it has been accidentally destroyed, the circumstances should be reported immediately to the awarding body.

If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the controlled assessment work was produced, it may, in some subjects be possible to accept a reduced quality of work without penalty, **as long as all of the assessment objectives have been covered at least once.**



## Feedback to Centres

The final, moderated marks (or in some cases, details of the mark adjustments) are sent to centres with the results. Feedback forms from the moderator are also sent to centres, either in hard copy format or electronically and (as a minimum) provide advice on the following:

- the appropriateness of the tasks (where set or contextualised by the centre) and the coverage of the assessment objectives;
- the accuracy of the centre's assessments against the criteria and in relation to the agreed standard for the component;
- the efficiency of the centre's administration.

## Enquiries about Results Services for Controlled Assessments

As part of the JCQ awarding bodies' enquiries about results services, centres can request a post-results review of moderation (Service 3) to ensure that the assessment criteria have been fairly, reliably and consistently applied. **This service is not available if the centre's marks have been accepted without change by an awarding body.**

## Re-Working and Re-Sitting Controlled Assessment Units

Candidates who wish to re-do their submission of a controlled assessment **before the marks have been sent to the awarding body** may do so, **at the discretion of the centre**, under the following conditions:

- Where the work presented for assessment has to be carried out under formal supervision, any candidate re-doing this work must undertake a different task, which must be undertaken in a new period of formal supervision. Candidates must not be allowed to make another attempt at the original task. However, candidates may re-use the research carried out for the original task.
- Where the work presented for assessment has to be carried out under informal supervision, candidates may make amendments to it in the light of feedback from their teacher provided this feedback is in line with the requirements of the specification and of section 4.5, page 6, of these Instructions. Candidates must not be allowed to make amendments after the work has been submitted for final assessment by the teacher.

Candidates who re-sit a controlled assessment (e.g. in June 2011, having previously submitted work for the unit/component in June 2010) may make another attempt at the task previously submitted, if that task is still appropriate to the year in which the assessment will be submitted. **The work presented for assessment, carried out under informal or formal supervision, must be entirely new.** Candidates must not be allowed to amend the work which was submitted previously. However, candidates may re-use the research carried out previously.

## Homework

Homework should be motivating and extend or prepare for class work. Homework should enable students to actively reorganise knowledge and use it to ensure comprehension and develop independent learning skills. On occasions homework may involve preparatory work for a new topic (reading, researching).

Parents or tutors doing the homework for a student will not fulfil these aims. Parents are however encouraged to assist students at home in practical ways i.e. reading to and listening to their child read, discussing books with their child, helping with reinforcement by testing spellings and multiplication tables, making sure they have a quiet place to work and have access to all the resources they need.

A homework timetable for each year is devised by the Head of Year in conjunction with the subject teachers. Homework should be completed on the day it is set because this is when the time has been allocated to it. Exceptions may be project work or coursework where more time may be needed. Naturally there will be exceptions to the homework timetable due to school trips and other events in the school.

It is vital that homework is marked quickly (see Marking, Assessment and Reporting Policy) and that students are given feedback on their achievements.

Subject teachers should ensure that homework is written on the board well before the end of the lesson and that students have sufficient time to copy it down correctly into their student planner. For Lower Prep students, staff should check that pupils have written down their homework correctly into their planners.

Form teachers should display their homework timetable in form rooms as a reference to query if students have written "none set".

Staff can use the student planner to convey to parents their concerns if students fail to have correct equipment or homework. If necessary, parents could be asked to sign the comment.

Student planners should be checked and signed by Form Teachers during form time. The Form Teacher and Parent/Guardian should sign the planner weekly. It might also be useful for Form Teachers to carry out spot checks on students and merits (if applicable) awarded for good use of the planner. Those students not with a planner or using it incorrectly should be sent to the Head of Year. A phone call home should follow.

The amount of homework set should be approximately as follows.

8s	1 piece of homework (as determined by homework timetable) of 20 minutes plus 10 minutes Reading and 10 minutes Spelling and Times Tables. A total of 40 minutes homework each night.
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9s	1 piece of homework (as determined by homework timetable) of 25 minutes plus 10 minutes Reading and 10 minutes Spelling and Times Tables. A total of 45 minutes homework each night.
10s	1 piece of homework (as determined by homework timetable) of 30 minutes plus 10 minutes Reading and 10 minutes Spelling and Times Tables. A total of 50 minutes homework each night.
11s	2 -pieces of homework, each piece should take 30-35 minutes. 20 minutes of reading each night.
12s	2 pieces of homework, each piece should take 40 minutes. 20 minutes of reading each night.
13s	2 - 3 pieces of homework. Each piece should take 40 minutes.
14s/15s	2 - 3 pieces of homework. Each piece should take 45 minutes.
Sixth Form	1 hour per subject studied that day.

If homework cannot be completed during the prescribed time allocation a parent/guardian should write a note in the student planner.

If homework has been completed within the allocated time, any remaining time should be used to consolidate on the work covered that day for that subject.

The school considers homework to be a vital part of a pupil's learning and, as such, will not tolerate homework that is not handed in, not completed to the best of a pupil's ability or is inadequate. For sanctions related to homework please refer to the School's Behaviour Management Policy.

## **Presentation of Work**

The Harrodian student is expected to take pride in the lay-out, presentation and neatness of every piece of work.

The date should be on the top line of the piece of work together with the pupil's name (if needed) and a neatly underlined title.

Handwriting should be neat as well as legible: use ink pens, with black or blue ink rather than biro, pencil or fluorescent pens. The redrafting of work by pupils will be carried out using purple pens. . Diagrams and drawings should be done in pencil.

Mistakes should be crossed out with a single ruled line – Tippex should be avoided.

### **Diagrams**

- Each diagram should have a title written in pen and underlined with a ruler.
- A sharp HB pencil should be used for drawing and a pencil and a ruler should be used to draw lines.
- A pen should be used for writing labels.

## **Graphs**

- Each graph should have a title written in pen and underlined with a ruler.
- Graph axes should be drawn in pencil with a ruler and should be labelled using a pen.
- Graphs should be plotted in pencil using a ruler where necessary.

Person responsible: Director of Studies

Last updated: September 2017

Next update: September 2018