



Teaching and Learning Policy

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1. Introduction

Tower House School expects, supports and encourages high standards of teaching and educational practice. This is facilitated by the provision of:

- An induction programme for new teaching staff.
- Wide ranging and appropriate internal CPD (usually during four Staff Study days prior to the start of each term).
- In-school, teacher-lead CPD using Professional Learning Teams to carry out a diagnostic and research informed cycle of inquiry driven by improving pupil outcomes (a collaborative, dialogic process of learning over 8 sessions, including upskilling in research literacy and evidence informed practice). Therefore, a culture of learning as a community is modelled by all staff for their pupils to see.
- Access to externally provided CPD courses, training and networking; focused on achieving a direct (results, well-being, personal development) or indirect (organisational, policy) impact on improving pupil outcomes.
- ATR (Annual Teacher Review); which includes a professional review meeting with a member of Senior Management (See ATR Documents).

- Regular observations which aim to share good pedagogical practice across the teaching team.

Similarly, every pupil must be encouraged, engaged and supported to fulfil his potential in all guises in which it is presented. The effort made by individuals must be recognised, praised and celebrated. It is incumbent upon each teacher to familiarise themselves with the individuality of each pupil and how best to use rewards, challenges and (positively framed) criticism. Each teacher must respect each pupil's individuality, integrity and ability. Pupils across the ability spectrum, including those with SEND issues must be supported, guided and stretched appropriately. Achievement must be recognised and praised and next steps in learning must be identified and shared with the individual pupil. Teachers should differentiate their teaching (and when required the resources used) and have understanding of the different learning preferences of the pupils they teach and accommodate them whenever possible.

2. Strategies/Methodology

Expert teaching and educational practice should feature positive and professional teacher – pupil interactions and teacher judgements within the classroom and elsewhere in school. This includes:

Individualised marking and assessment of learning undertaken (See Marking Policy).

- Active engagement with the pupils within the classroom (or learning environment); talking to pupils whilst they are on task, in order to gain real-time feedback. (This may not be appropriate when undertaking a summative test/exam practice).
- Creating and publicising opportunities for pupils to approach the teacher within and after lessons in order to discuss learning related issues.
- Facilitation and encouragement of active cooperation among pupils, especially in small group work in which good discipline is a prerequisite.
- Diverse pedagogical techniques which may reflect the age of the pupils, the time of day/day of week, learning target to be achieved. Varied pedagogical approaches support the varied learning styles as above and thus appeal to and motivate different pupils.
- The use of active learning techniques where appropriate. This engenders the sense, within pupils, that they are active partners in the learning process rather than passive recipients.
- Efficient preparation and delivery of suitably structured lessons. This is based upon the relevant Departmental Handbook and Scheme of Work. Lesson plans should include an introduction, learning activity and plenary. Assessment for Learning strategies within the lesson are supported via the Check for Learning labels (Senior School) and targets (Junior School).
- Appropriate and creative use of resources, as many and as varied as possible e.g. textbooks and worksheets, appropriate video resources, interactive websites and resources available via the interactive whiteboards, artefacts, practical equipment, excursions on and off school site and the school library.
- Differentiated task setting, providing stretch and challenge for all, and prompt feedback, regularly and often, in order to allow pupils to assess their progress and achievement and areas for development.
- Setting high expectations, respecting diverse talents and encouraging effective use of time. i.e. efficient and consistent classroom management, setting challenging but achievable learning goals, using positive incentives, thorough explanations and preparations and preventing peer group pressure from adversely affecting the performance of individuals.

- Endorsing equality of opportunity by standing against all forms of discrimination and by using appropriate resources. Providing a 'safe space' in which differing and sometimes challenging views and ideas can be expressed.
- Challenging any view or opinion which may contravene expectations of equality, understanding and mutual respect, the 'Prevent' strategy or the protected characteristics (Equalities Act 2010).
- Demonstrating good communication skills, both verbal and written.
- Promoting good study skills, which include listening, reading, presentation, planning and target setting, essay writing, question answering, note-taking research and evaluation.
- Effective preparation of pupils for relevant examinations (internal, pre-test & 13+ Common Entrance / Public Schools Scholarship). Supporting pupils (individually and by cohort) with regards to the subject knowledge required and skills to be mastered.
- Support of learning/revision strategies – using retrieval, interleaving and spaced practice, as informed by cognitive science research – is also key in enabling each pupil to achieve of their best. Age appropriate discussions with pupils regarding how working and long-term memory work to support them in using most effective strategies to learn and retain knowledge.

3. Assessment

Assessment is an important tool in the process of promoting children's learning. It is a process which provides information on the experience and achievement of the individual pupil, identifies what the pupil knows, understands and can do and provides information to guide next steps in learning.

Assessment is undertaken for the following reasons:

- To inform individual progress and inform next steps in learning.
- To help pupils to learn more effectively.
- To enable strengths and weaknesses to be identified.
- To indicate the next step in the learning process.
- To motivate through success.
- To inform teachers on effectiveness of teaching.
- To give clear guidelines for progression of pupils.
- To enable short and long term action or intervention to be planned.
- To highlight specific learning difficulties.
- To compare the performance of pupils at THS with national expectations.
- To track trends in performance within specific cohorts.
- To aid efficient targeting of individuals and cohorts.
- To help guide pupil and parents as to future schools.

There are two main categories of assessment: Ongoing Teacher Assessment and Formal Assessment. These categories can fall into any of the following further categories:

- Objective/Subjective.
- Summative.
- Formative.

Within these categories, assessments will have one or more of the following reference points:

- Norm referencing - Compares the pupil to (usually) age-related national cohort.

- Criteria referencing - Compares the work of a pupil to set criteria.
- Ipsative referencing - Compares pupil's present performance with previous achievement.

Ongoing Teacher Assessment takes the form of a “Wow, Now and How?” approach. See Marking Policy for full details. Formal assessment procedures vary according to the age of the pupil and the purpose of the assessment. An outline of these assessments can be found in the appendices, the results of which are tracked by members of staff.

4. Examinations

Whether internal or external, in themselves do not drive and support learning and development. Such tests must (prior to Senior School Entrance Pre-Tests and 13+ CE) be used for diagnostic purposes, often as a joint enterprise with the individual pupil concerned. Consequential action by the teacher/school should follow from a test or exam. Regular testing does not, in itself, teach pupils how to be successful in exams. However, low-stakes, regular quizzing of core knowledge can be used to support retrieval practice and consolidate learning in the long-term memory. Suitable pedagogical strategies (such as modelling/scaffolding/peer sharing) should be used to build knowledge and skill in the assessments.

Revision - Pupils should be encouraged and supported to revise effectively. They must be taught the skills & techniques required. Pupils must also be reminded of the content specifics of the topics to be assessed. Explicit teaching of effective revision strategies – such as retrieval, interleaved and spaced practice – is used to best support long-term learning compared to less effective strategies such as re-reading or highlighting.

Repetition - ‘Overlearning’/repetition is helpful; each assessment should cover recent ground but some questions should cover the content of previous work, thereby supporting the purpose of retrieval practice.

Structure/Presentation - All test and examination papers must be:

- Typed.
- Clearly laid out, with spaces between questions.
- Have question and spaces for the answers on the same page (unless lined paper is provided for the answers).
- Illustrated (especially appropriate to younger years) with clear diagrams or high quality photocopies.

5. Reporting

Junior School

Parents receive two written reports on their son(s) progress and achievement annually, in the Autumn and Summer Terms. The Autumn Term report reflects the three core subjects, Maths, English and Science. There is also a general section, which allows the opportunity to comment on attitude and approach to school both socially and academically.

The Summer Term report for the Junior School, is more detailed, allowing an A5 page per subject which includes summative assessment data. Parents are invited to two formal parent consultations throughout the year. Parents may also make an appointment with the Class teacher, Head of the Junior School or the Head at any time to discuss their son's progress.

Autumn	Reports & Consultation
Spring	Consultation
Summer	Reports & Consultation

Senior School

Parents receive two written reports on their son(s) progress and achievement annually. There is also a report written by the Head of Year which reflects pastoral and other aspects of each boy's experience at school. Parents are also invited to one parent consultation every year, during the term in which a written report is not produced. The consultation involves a 5 minute meeting with each of the boy's subject teachers and includes the Head of Year.

Year Group	Autumn	Spring	Summer
4	Report	Consultation	Report
5	Consultation	report	Report
6	Report	Consultation	Report
7	Consultation	Report	Report
8	Report	Consultation	Report

These meetings are held during the second week of the Autumn Term and is part of the Induction Programme for parents. Parents meet with the Class teacher/Head of Year to discuss procedural expectations and arrangements of the forthcoming year. An Information document is issued outlining the expectations of the year. This is followed by an informal social event (hosted by FOTH) in the hall for Junior School parents (morning) and Senior School parents (evening). Legally, schools are required to keep records of individual pupil's progress and achievement, which must be made available to parents on request and be passed on as pupils transfer year to year and onwards to their future school destinations.

Teachers are required to record systematically and continuously the progress and achievement of individual pupils.

Each teacher's report should:

- Include narrative assessment reflecting on the period of learning since the previous written report.
- Refer to supportive evidence – examples of progress or achievement.
- Use constructive statements to indicate strengths and areas for development.
- Place achievements in context.
- Discriminate between attainment and achievement.
- Report against specific (subject specific) criteria. Avoid speculation about future attainment or achievement.
- Avoid educational jargon.
- Identify targets for future learning.
- Target the specific audience – parent/carer and specific pupil.

- Reflect the breadth of curriculum each pupil experiences.
- Report on internal or external exam results where appropriate.

Good reports are forensic when using descriptor to evidence progress/ability; achievement/attainment. These are factual and specific, supported by evidence and follow the “Wow, Now and How?” approach as identified in the marking policy. Clear, achievable and manageable targets are set for future learning. Further, good reports describe what the pupil is doing (the context), identifies significant highlights (the achievement), gives realistic advice to support future learning (the targets) and provides access for a response (the action).

Good reports use words/phrases like:

- ✓ has demonstrated...
- ✓ designed...
- ✓ is able to...
- ✓ has shown that...
- ✓ planned...
- ✓ generated...
- ✓ presented...
- ✓ performed...
- ✓ completed...
- ✓ read...
- ✓ has written...
- ✓ has shown skills by...

Poor reports contain subjective judgements, rarely supported by clear evidence. They are often limited in their descriptions of progress and achievement and fail to provide advice on future development. Further, poor reports are generic and reflect the general learning of the cohort rather than the individual. Reports which are ‘poor’ will be returned to the author for modification.

6. Presentation

Workplace displays/presentations ought to be intellectually challenging, so as to evoke a response or display examples of current/recent activities undertaken by the pupils.

All pupils’ work should:

- Be written in cursive writing, which is taught from Reception and should be used fluently from Year 3. Where an individual has a SEND issue this may be at variance, i.e. use of a laptop to word process learning.
- Be a fair copy and free from corrections.
- Where appropriate, be titled at the top of a page, underlined and dated.
- Where appropriate, include page and exercise references written below the title.
- Written in blue ink (or produced via ICT).
- Younger pupils may vary at what stage in their academic development they gain a ‘pen licence’ and use a pen for school and homework.

All staff should:

- Correct basic errors in literacy and numeracy. Targeting one or two mistakes and working on them is better than highlighting every mistake; please see the Marking Policy for further information and guidance, including the marking code.
- Be mindful to ensure that all feedback is relevant, appropriate and challenging. Please see the Marking Policy for further information and guidance. In order to help pupils understand the next steps in their learning, specific and detailed feedback must be offered (often this is most effectively communicated orally and immediately within class).

7. Homework

Homework should benefit the pupils by establishing a regular pattern of individual study; it must not become a burden. The time allocated for homework increases from year to year, as does the range of subjects. Although every effort is made to ensure that the homework timetable does not vary, there may be occasions when, for good educational reasons, the homework pattern is changed. Homework will be written in pupils' homework diaries and outlined on Teams for access at home.

The Homework Diary

- Boys from Year 3 to Year 8 are issued with a Homework Diary at the start of the academic year. It is his responsibility to maintain it in good order. The diary is primarily intended to help each boy organise himself and to identify any homework set with parents on any particular day.
- The Class Teacher or Head of Year (HoY) will check the diaries on a regular basis and initial it. This might not be done every day (especially in the older year groups) but will be reviewed very regularly. If there are gaps where a homework task has not been noted these will be questioned and if a pattern emerges, suitable action will be taken (parents will be informed in the first instance).
- Boys in Year 3 to Year 8 also record House Points awarded and Minus House Points given in their diaries. The accumulation of House points is rewarded at certain levels by the award of colour badges (indicated by letters designating the colour badge at the side of the house point pages). These are announced and celebrated in the Senior School House point assembly, led by the Deputy Head on Thursdays. Minus House points are recorded (with the associated reason). If a Minus House point is received by a boy it must be shown to his class teacher, HoY and a parent; both of whom should initial the Minus House point.
- The homework diary is also a source of subject specific useful information and can act as an aid to learning as well as a useful check point.
- Boys in Reception to Year 5 also have a Reading Record. This should be filled in when you read with your son. The frequency of this will have been indicated by the teacher.

The amount of homework is outlined in the table below and should be seen as a guide to the amount of time a pupil should be spending on their homework each day. It is understood that *different pupils work at different rates.*

Reception	Reception class pupils are usually very tired at the end of a school day and it is our policy only to introduce homework in this year when the teacher is satisfied that the time is right.
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	Read every night with a parent or carer (10 minutes).
Year 1 15-30 minutes	Read every evening. 1x week set of spellings to learn. After Christmas, boys will also receive 'silly words' that link to the week's spelling pattern. 1x week English or Maths activity at the w/e(20 minutes) 1 x week handwriting practice of cursive formation
Year 2 15-30 minutes	Read every evening. 1x week set of spellings to learn. 1x week English and Maths activity over the weekend. Summer Term: Times Tables Practice.
Year 3 20-40 minutes	Read every evening. 1x week set of spellings to learn. Weekly Times Tables Weekly 1 x Science 1 x English activity over the weekend. 1 x Maths activity over the weekend. From February: Mental Maths
Year 4 30-45 minutes	Read every evening. 30 minutes per allocated subject. One per night / two on Mondays (20-25 minutes per subject on this day) Spellings/tables learning for weekly tests.
Year 5 30-45 minutes	Read every evening. Two subjects 3 times a week. Spellings/tables learning for weekly tests.
Year 6 60 minutes	Read every evening. Two subjects 4 times a week, One once. (NB: When preparing for Senior School Entrance Tests, homework in foundation subjects will be suspended to allow for increased focus on subjects being tested. This is monitored carefully by the HoY/DHA).
Year 7 60 minutes	Read every evening. Two subjects 4 times a week, One once.
Year 8 60 minutes	Read every evening. 30 minutes x 2 every night. (NB: When preparing for Practice Mock/Mock and 13+ CE Exams, the expectations set for a particular homework may be increased. This is an irregular occurrence and is monitored carefully by the HoY/DHA).

Incomplete, missing or unacceptable standard of Homework (in any given subject):

1. In the first instance, if a pupil does not complete their homework by the due date, they should be warned and told to complete the homework by a new date, set by the member of staff issuing the homework and within 48 hours of the original deadline.

2. In the event that a pupil does not complete their homework a second time (without reasonable extenuating circumstances), the Head of Year will be informed and the pupil will be given a Minus House Point. Parents will be informed via the Head of Year. The pupil will be told to complete the homework by a new date, set by the member of staff issuing the homework and within 48 hours of the original deadline.
3. If a pupil has further missing, incomplete or unacceptable standard of homework, he will be referred to the Deputy Head (Academic), will be given a Minus House Point and will sit a lunchtime homework detention with a member of the senior leadership team. The Deputy Head (Academic) will address the issue with the parents, in conjunction with the Head of Year.

Tower House School is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment

Approved and Signed by Chair of Governors

Name: Antony Phillips

Signature:



Date: 27th February 2026

Appendix 1 – Formative & Summative Yearly Assessments at Tower House School (Core Subjects)

	R	1	2	3	4	5	6	7	8
<i>English</i>	<ul style="list-style-type: none"> Formative assessment – Observation, parental feedback and small group activities. Summative assessment (x4) – Reference to Early Learning Goals. Specific tracking of phonics, numeracy and physical development. 	<ul style="list-style-type: none"> All classwork is formatively assessed with constructive feedback. Phonic Screening Test (x3). Writing Assessments (x6). Comprehension Assessments (x5). 	<ul style="list-style-type: none"> Weekly, formatively assessed homework based on grammar, writing or research. Writing piece (based on class text, following NC links and a comprehension (x6). Grammar assessments based on class learning and formal grammar lessons (x3). End of year summative grammar assessment. PTE. Reading and spelling age assessment. 	<ul style="list-style-type: none"> Weekly, formatively assessed class and homework, offering targets. Weekly spelling tests English writing, comprehension and grammar assessments (x6). End of year exam. Reading and spelling age assessments. PTE. 	<ul style="list-style-type: none"> Formative and summative composition assessment (x6). Formative and summative comprehension assessment (x6). Formatively assessed classwork, with actionable feedback. Verbal feedback and modelling during class activities. End of Topic, graded assessments, with formative comments and targets. Ongoing evaluation of targets after each assessment period. Reading and spelling age assessments (Years 4 and 5 only) Midterm Assessments (x4). PTE. 			<ul style="list-style-type: none"> Weekly summative assessment in comprehension and composition, with actionable feedback given on each assessment and targets set. Formatively assessed classwork, with actionable feedback. Verbal feedback and modelling during class activities. End of Unit graded assessments, with formative comments and targets. Ongoing evaluation of targets after each mock examination (x2). 	
<i>Maths</i>	<ul style="list-style-type: none"> Specific tracking of phonics, numeracy and physical development. 	<ul style="list-style-type: none"> All classwork is formatively assessed with constructive feedback and targets. End of block assessments, using White Rose scheme of work (every 2-5 weeks). 	<ul style="list-style-type: none"> Weekly formatively assessed homework that is a consolidation of the week's class activities. End of block assessments, using White Rose scheme of work (every 2-5 weeks). 	<ul style="list-style-type: none"> Weekly, formatively assessed class and homework, enforcing the idea of revision and positive independent learning. Weekly mental maths and times table quizzes. End of block assessments (x12). 	<ul style="list-style-type: none"> Weekly, formatively assessed homework. Weekly times table summative assessments. Regular mental 	<ul style="list-style-type: none"> Weekly, formatively assessed homework (x2). Self, peer or teacher assessed classwork, formatively. Formatively assessed practice tasks based on topic areas on MyMaths and or MyPad. 	<ul style="list-style-type: none"> Weekly, formatively assessed homework. Self, peer or teacher formatively assessed classwork. Formatively assessed practice tasks based on topic areas on MyMaths and or MyPad. Formatively and summatively assessed practice papers (x3) (Summer term). Mock Exams (x2). 		

		<ul style="list-style-type: none"> • End of term White Rose Assessments, including arithmetic, problem-solving and reasoning (x3). 	<ul style="list-style-type: none"> • End of term White Rose Assessments, including arithmetic, problem-solving and reasoning (x3). • Summative arithmetic and problem-solving papers. • PTM. 	<ul style="list-style-type: none"> • Problem Solving and Reasoning assessments (x3). • Arithmetic assessments (x3) • End of year exam. • PTM. 	<ul style="list-style-type: none"> • arithmetic tests. • End of topic assessments (x10). • Midterm Assessments (x4). • End of Year Exam. • PTM. 	<ul style="list-style-type: none"> • End of Topic Assessments (x10). • Midterm Assessments (x4). • End of Year Exam. • PTM. 	
<i>Science</i>		<ul style="list-style-type: none"> • Formatively assessed classwork includes self-assessments, targets and verbal feedback. • End of Module Assessments (x6). 	<ul style="list-style-type: none"> • Formatively assessed classwork includes self-assessments, targets and verbal feedback. • End of Module Assessments (x6). 	<ul style="list-style-type: none"> • Homework includes formatively assessed multiple choice and long answer questions, culminating in a summative formal assessment. • Classroom assessment includes 'starters' that recall previously acquired knowledge, 'exits' that assess lesson's content and classwork that is formatively assessed. • Mid-Module Assessment (x6). • End of Module Assessments, including self-assessment (x6). 	<ul style="list-style-type: none"> • Homework includes formatively assessed multiple choice and long answer questions, culminating in a summative formal assessment. • Classroom assessment includes 'starters' that recall previously acquired knowledge, 'exits' that assess lesson's content and classwork that is formatively assessed. • Mid-Module Assessment (x9). • End of Module Assessments, including self-assessment (x9). • End of Year Exam. 	<ul style="list-style-type: none"> • Homework includes formatively assessed multiple choice and long answer questions, culminating in a summative formal assessment. • Classroom assessment includes 'starters' that recall previously acquired knowledge, 'exits' that assess lesson's content and classwork that is formatively assessed. • Mid-Module Assessment (x6). • End of Module Assessments, including self-assessment (x6). • Formatively assessed revision (Summer term). • Mock Exams (x2). 	

Appendix 2 – Formative & Summative Yearly Assessments at Tower House School (Non-Core Subjects)

	R	1	2	3	4	5	6	7	8
<i>French</i>		Not taught at THS.		<ul style="list-style-type: none"> Formative assessments based on two main areas: Reception – Understanding and engagement. Production – short spoken or written sentences. 	<ul style="list-style-type: none"> All assessments are based around the four skills related to language learning: Reading, writing, speaking and listening. Homework is generally revision-based, working towards vocabulary tests, although some is summatively assessed on EducationPerfect. Summative assessments completed at the end of sub-topics. Midterm Assessments (x4). In writing assessments, there is a combination of grammar, translation and free writing with success criteria. Spoken language is assessed formatively throughout lessons. 			<ul style="list-style-type: none"> All assessments are based around the four skills related to language learning: Reading, writing, speaking and listening. Homework is generally revision-based, working towards vocabulary tests, although some is summatively assessed on EducationPerfect. Summative assessments completed at the end of sub-topics. In writing, pupils complete CE writing tasks with CE assessment criteria. Long pieces of writing are formatively assessed with targets and remediation responses. Spoken language is assessed formatively throughout lessons. Mock Exams (x2). 	
<i>Geography</i>		<ul style="list-style-type: none"> Formatively assessed classwork includes self-assessments, targets and verbal feedback. 	<ul style="list-style-type: none"> Formatively assessed classwork includes self-assessments, targets and verbal feedback. 	<ul style="list-style-type: none"> Formatively assessed classwork includes self-assessments, targets and verbal feedback. 	<ul style="list-style-type: none"> Weekly assessed homework with self-assessment activities. Classroom Assessment includes targeted questioning and feedback. Midterm Assessments (x4). End of Module Assessments (x3). End of Year Exam. All summative assessments are based on recall questions. 	<ul style="list-style-type: none"> Weekly assessed homework with self-assessment activities. Classroom Assessment includes targeted questioning and feedback. Midterm Assessments (x4). End of Module Assessments (x3). CE Geography Project. End of Year Exam. 	<ul style="list-style-type: none"> Weekly assessed homework with self-assessment activities. Classroom Assessment includes targeted questioning and feedback. Mid-Module Assessment (x1). End of Module Assessment (x1). Weekly-Assessed Revision (Spring term). Practice Papers (x3). Mock Exams (x2). 		
<i>History</i>		<ul style="list-style-type: none"> Formatively assessed 	<ul style="list-style-type: none"> Formatively assessed 	<ul style="list-style-type: none"> Formatively assessed 	<ul style="list-style-type: none"> Weekly formatively assessed homework. 			<ul style="list-style-type: none"> Weekly formatively assessed homework. 	

	classwork includes self-assessments, targets and verbal feedback.	classwork includes self-assessments, targets and verbal feedback.	classwork includes self-assessments, targets and verbal feedback.	<ul style="list-style-type: none"> • Classroom assessment includes targeted questioning and feedback. • End of Module Assessments (x6). • Midterm Assessments (x4). • All summative assessments are based on essays, source analysis or recall questions. • End of Year Exam. 	<ul style="list-style-type: none"> • Classroom assessment includes targeted questioning and feedback. • Weekly past paper questions (Spring term) • Mocks Exams (x2).
<i>Latin</i>	Not taught at THS.			<ul style="list-style-type: none"> • Revision-based homework tasks in preparation for vocabulary and grammar tests in class. • Weekly summative assessments. • Half termly assessments (x5). • Midterm Assessments (x4). • Formatively assessment classwork includes grammar, translation and comprehension exercises. 	<ul style="list-style-type: none"> • Revision-based homework tasks in preparation for vocabulary and grammar tests in class. • Weekly summative assessments. • Half termly assessments (x5). • Formatively assessment classwork includes grammar, translation and comprehension exercises. • Practice Papers (x3) • Mock Exams (x2).
<i>RS (Y1-6)</i> <i>TPR (Y7-8)</i>	<ul style="list-style-type: none"> • Formatively assessed classwork includes self-assessments, targets and verbal feedback. 	<ul style="list-style-type: none"> • Formatively assessed classwork includes self-assessments, targets and verbal feedback. 	<ul style="list-style-type: none"> • Formatively assessed classwork includes self-assessments, targets and verbal feedback. 	<ul style="list-style-type: none"> • Weekly formatively assessed homework. • Classroom Assessment includes targeted questioning and feedback. • End of Module Assessments (x6). • Midterm Assessments (x4). • All summative assessments are based on essay or recall questions. • End of Year Exam. 	<ul style="list-style-type: none"> • Weekly formatively assessed homework. • Classroom Assessment includes targeted questioning and feedback. • Weekly past paper questions (Spring term). • Mock Exams (x2).