

Loyola Preparatory School Policy for Assessment

(including marking, homework and reporting to parents)



*Ad Majorem Dei Gloriam
To the Greater Glory of God*

Approved: September 2025
Next review due by: September 2026

Assessment Policy

All pupils at Loyola Preparatory School, including Early Years Foundation Stage, will have their work regularly assessed. Assessment across the school takes various forms depending on the age of the pupil.

Aims

Assessment of pupils' work in all subjects is the use of information to see whether learning has taken place.

Different forms of assessment are used and these include Formative (promoting pupil learning), Summative (the recording of pupil progress) Diagnostic (helping to identify pupil needs) and Evaluative (looking at the impact of learning).

At times pupils are encouraged to take an active part in the assessment of their work. This requires a good understanding of the learning objective, the success criteria and the encouragement of pupil self-evaluation.

At Loyola, we encourage all pupils to strive for excellence and to live out our mission statement, *Ad Majorem Dei Gloriam* — that all we do is for the greater glory of God. This principle underpins not only our values but also our approach to learning, our work ethic, and our continual thirst for knowledge and understanding.

We endeavour to foster a positive and supportive environment in which pupils are encouraged, praised, and guided to recognise their individual strengths and potential. Through both the spoken and written word, pupils are given opportunities to express themselves with confidence and purpose, and to appreciate the unique contributions they can make.

In addition, we support pupils in developing resilience and independence, helping them to see challenges and next steps as valuable opportunities for growth. By nurturing curiosity, perseverance, and reflection, we aim to equip pupils with the skills and mindset needed for lifelong learning and personal development.

Assessing Writing

In line with government policy assessment of writing is by Teacher Assessment only.

Within each term, a piece of unaided writing is undertaken by the children with teachers guidance. The children are given a topic / genre and are reminded of the elements of writing required to reach the expectations of their year group. The activity is not time bound but includes sufficient time for children to investigate ideas, plan, write and self-evaluate their writing. Any support provided by an adult is recorded to give a full picture of the child's writing ability. In this way a child can produce a piece of written work which reflects their true ability outside a pressured test environment.

These unaided assessments will be kept in a writing portfolio so that teachers can see progression and continuity throughout their learning journey.

Moderation of writing teacher assessment will take place termly at staff meetings and sometimes within phases. A range of pieces of writing taken from English and different subject areas will be viewed to get a more accurate picture of the level a child is working at.

Purposes of Assessment

Assessment must take into account differentiation and should wherever possible include the following aims:

- To encourage and stimulate pupils by praising current achievement.
- To assist pupils by the setting of clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning.

- To enable the teacher to make judgements about pupils' attainments.

Monitoring of Assessment

- It is the responsibility of the Phase Leader to ensure consistency across the phase through the sharing of good practice, moderation, marking audits or work scrutiny.
- Subject Leaders are expected to carry out work scrutiny, marking audits and learning walks to ensure consistency across their subject.
- At a whole school level, the quality of assessment and marking is monitored by the SLT by receiving feedback from Phase Leaders and Subject Leaders.
- The assessment and marking of the whole school is also assessed regularly as part of the whole school work scrutiny led by Subject Leaders, with results passed on to the Head.

The Upper School (KS2)

Aims and Objectives:

- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To gather information to inform planning.
- To enable target-setting.
- To ensure smooth transition for pupils.
- To enable pupils' progress to be tracked.
- To inform parents.
- To maintain high expectations of pupils and enable them to progress and develop.

Assessment in KS2:

Principles

Formative assessment

- Pupils' work should be assessed regularly– either verbally or in writing – and returned as soon as practicable.
- Marks are not allocated for all pieces of work; however, written or verbal feedback is provided to inform pupils of their progress and how they can improve.
- Assessment must include feedback. This feedback may identify strengths and weaknesses, and will set targets to try and improve pupils' attainment. The purpose is to close the gap between desired outcomes and current outcomes.
- Targets should be appropriate to the individual.
- Written feedback should be constructive, legible and understandable for the pupil.
- Pupils have the responsibility to act on the targets given to establish a dialogue– this is monitored by the teacher.
- Technical and subject-specific mistakes should be corrected although common sense should prevail.
- Pupil self and peer assessment is encouraged.
- Pupils must understand the assessment system.
- Assessment should be applied consistently.

Summative assessment

- Each subject is responsible for setting their own Core Assessments (see table below), unit or modular tests.
- Core Assessments are used to ensure that pupils are making expected progress measured against standardised testing.
- Recording of assessment data is via Sonar an online assessment platform.

Term	Year Group	Core Assessment – Standardised	Core Assessment	Assessment
Christmas	Prep – Ruds	CAT4 (online) Quest	Ongoing assessment in writing across a range of genre Quest in: reading, grammar & punctuation and spelling Quest – maths Arithmetic and reasoning	End of unit / topic for all subject Spelling tests Mental/oral maths Times table tests
Lent	Prep – Ruds	Quest	Ongoing assessment in writing across a range of genre Quest in: reading, grammar & punctuation and spelling Quest – maths Arithmetic and reasoning	End of unit / topic for all subjects Spelling tests Mental/oral maths Times table tests
Whitsun	Prep – Ruds	Quest Ruds -SATs	End of Year Exams in some foundation subjects i.e. RE, history, science Ongoing assessment in writing across a range of genre Quest in: reading, grammar & punctuation and spelling Quest – maths Arithmetic and reasoning	End of unit / topic for all subjects Spelling tests Mental/oral maths Times table tests

- Core assessments should be marked and data inputted to create an audit of strengths / weaknesses and a standardised score.
- End of unit assessments will be marked as a raw score and % and recorded on class assessment grids

Evaluative assessment

- Curriculum and planning for individuals or year groups are reviewed based on this data.
- Information from all forms of assessment will enable comparison of performance in class. This will help to inform decisions on setting and streaming.
- The assessment will also act as a tool to evaluate performance within and between subjects to aid governance and management.

Diagnostic assessment

- All assessment should inform teachers of pupil needs.
- Phase and Subject Leaders should use data to diagnose curricular, pedagogical and assessment issues within their phase.

Practice

This policy provides a generic outline for all subject areas. It is the responsibility of the SLT :

- To ensure that the policy is adhered to
- To ensure marks, as appropriate, are put onto the school assessment system

- To use assessment data to diagnose and evaluate curriculum, pedagogy and assessment procedures.
- To use data to evaluate progress.

The teacher

- To regularly mark work according to policy.
- To record marks, as appropriate, on the school system and their own record keeping system.
- To ensure pupils understand the assessment of their work.
- To ensure pupils are being responsible for any action needed arising from feedback.
- To ensure that assessment informs planning.

Assessment in the Lower School (Pre Prep 1 & 2 and EYFS)

Aims and Objectives:

- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To gather information to inform planning.
- To enable target-setting.
- To ensure smooth transition for pupils.
- To enable pupils' progress to be tracked.

In the lower school (Pre Prep 1 & 2 / EYFS) there are four main types of assessment used (formative, summative, evaluative and diagnostic). Recording of assessment data is via Sonar an online assessment platform.

Formative assessment is a vital tool in effective teaching and learning. Learning should be assessed regularly. This is done verbally and in a written format that follows the marking guidelines. Verbal and written feedback supports the pupils, encouraging strengths and identifying weaknesses. Formative assessment informs teacher's planning. 'Next steps' provide targets for pupil development and assist in planning. Self and peer assessment is encouraged. Strategies such as traffic lights, thumbs up and down, verbal feedback, stamps, stickers and positive charts are used. Technical and subject-specific mistakes are corrected although common sense should prevail. A system of house points / class points reward good work and behaviour and is introduced at the end of Reception and used throughout the school.

Summative Assessment takes the form of standardised tests across PP1, PP2 and the end of Reception.

EYFS undertake baseline / on entry assessments and then again at the end of the academic year. Reception complete the Foundation Stage Profile at the end of the year. Throughout each term on a daily basis, EYFS class teachers assess specific skills and complete assessment during informal carousels of activities. The children are assessed on phonics knowledge and high-frequency words. Pupils are assessed using the EYFS emerging and expected terminology.

Term	Year Group	Core Assessment – Standardised	Core Assessment	Assessment
Christmas	PP1 – PP2	Quest	Ongoing assessment in writing across a range of genre Quest in: reading, grammar & punctuation and spelling Quest – maths Arithmetic and reasoning	End of unit / topic for subject Spelling tests Mental/oral maths End of Phase Assessments in Phonics

	EYFS Reception / Kindergarten	Baseline assessment	First piece of mark- making and independent writing	End of Phase Assessments in Phonics Ongoing assessment against Development Matters Statements
Lent	PP1 – PP2	Quest	Ongoing assessment in writing across a range of genre Quest in: reading, grammar & punctuation and spelling Quest – maths Arithmetic and reasoning	End of unit / topic for subject Spelling tests Mental/oral maths End of Phase Assessments in Phonics
	EYFS Reception / Kindergarten		1 piece of unaided writing	End of Phase Assessments in Phonics Ongoing assessment against Development Matters / ELGs
Whitsun	PP1 – PP2	Quest PP1 Phonics Screening	End of Year Exams for PP2 in some foundation subjects i.e. RE, Science, History Ongoing assessment in writing across a range of genre Quest in: reading, grammar & punctuation and spelling Quest – maths Arithmetic and reasoning	End of unit / topic for subject Spelling tests Mental/oral maths End of Phase Assessments in Phonics
	EYFS Reception / Kindergarten		End of EYFS outcomes for Rec only 1 piece of unaided writing Name writing and pencil grip for Kindergarten	End of Phase Assessments in Phonics Ongoing assessment against Development Matters / ELGs

Evaluative assessment is based on the formative and summative assessments and provides data that informs planning and curriculum development.

Diagnostic assessment helps inform teachers of the pupils' needs. This is an on-going process that notifies and updates staff on pupil performance, development and necessary approaches to ensure effective teaching and learning.

Practice

Teachers:

- Keep a record of the work/pupil's written evidence/photographs.

- Regularly mark work according to marking guidelines.
- Record assessments.
- Ensure pupils understand the learning objectives and success criteria.
- Ensure that assessment informs planning.

Monitoring of Assessment

This Policy provides a generic outline for all subject areas. It is the responsibility of the Assessment Lead, SLT and Phase Leaders:

- To ensure that the policy is adhered to
- To ensure marks, as appropriate, are put onto the school network assessment system
- To use assessment data to diagnose and evaluate curriculum, pedagogy and assessment procedures.
- To use data to evaluate progress.

Marking

Aims

- This policy aims to help all pupils to reach their full academic potential.
- To establish a broad consistent approach to the way work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils to improve their work and will inform teacher planning and monitoring.
- To enable a dialogue between the teacher, the pupil and parents.

Objectives

To achieve this aim, there must be a uniform approach across the school.

All pupils should be aware of:

- Their overall progress (i.e. through targets, Teacher comments, grades and teacher / pupil discussion)
- How to improve their work

Strategies

- To plan for good learning teachers need to be aware of areas of weakness in pupil learning as well as what pupils already know and understand. The identification of targets and the use of assessments support this.
- This knowledge will inform the identification of targets; objectives for whole classes, sets, individuals, and more specifically the planning of learning objectives and learning outcomes by teachers.

Targets – targets identify areas of development in a pupil’s learning and become a focus for improvement.

- **To support learning pupils need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.**
- Objectives and outcomes may also be combined e.g. **“We are learning to... by....”**
- **Success criteria** – the marking criteria against which different pieces of assessed work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessments. These criteria may be generated in conjunction with the pupils or by the teacher as appropriate.
- Extension activities should be clearly identified in a pupil’s work and provide challenge for higher attaining pupils

Learning milestones

- These pieces of work focus on the assessment of progress in relation to specific learning objectives or if required curricular target/s.
- Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupil “what they have done well” and “what they need to do to improve”.
- Comments will be positive and subject specific. Linking words such as BUT are best avoided. “Even better if...”, may be a more helpful way of focusing teacher and pupil feedback. Pupils will be given the opportunity to respond to / improve their work.

Light touch marking – in order to support the giving of quality feedback at key points in the learning process, other work may be marked in less detail. Light touch marking will include developing the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as well as the use of an effort comment, ticks, simple marks (10/10), stickers, initials, and/or brief attainment based comments.

Formative marking – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time.

Attainment – Grades are not always necessary. They can for example be meaningless given the size/nature of the task, and distract from improvement comments. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know periodically how well the learning is going and what still needs to be done. Pupils need to be clear about what they need to do to progress from one progress step to the next, and equally should be clear about the expected progress they should be making through the key stage. Pupils need this to be done sensitively and this will usually be their attainment report grades.

In order to support this process:

- Attainment grades will be used with all classes from Kindergarten to Rudiments on their reports and should be ‘translated’ into pupil speak so that they understand them
- Effort – pupils of all ages and abilities say they like to see effort acknowledged

Effort is crucial for learning success, is distinct from attainment levels and is personal to the individual. This will be recorded and reported via a number grade 1 being the highest 4 the lowest or through a written comment. Again, this is visible on their reports.

Gradings – Effort & Attainment

Effort Grade		Attainment Grade	
1	Best possible effort	WGD	Pupils are working beyond the standard for their year group, showing greater depth of understanding
2	Above average effort.	MB	Pupils are starting to work beyond the standard for their year group
3	Average effort	SA	Pupils are working with confidence at this level
4	Cause for concern	JA	Pupils who are working at the standard expected for their age group
		WT	Pupils working at the appropriate age curriculum, but who have not yet secured all the expected learning for their year group
		WB	Pupils who are not yet working on the objectives linked to their year group

Why is the marking of books so important?

- M** Motivation – pupils are more likely to be motivated to make improvements if marking is regular and formative
- A** Assessment for Learning – pupils know their attainment for the section of work and how to make improvements
- R** Regular feedback to inform teachers, pupils and parents of attainment and effort
- K** Knowledge and understanding can be checked and corrected by the teacher
- I** Independent learning – comments by the teacher in the form of questions can promote research
- N** Needs of individuals – SEND pupils are catered for as teachers mark and guide according to ability and IEP objectives
- G** Gain – pupils improve their skills and knowledge because of specific targets and advice written in their books by their teachers; pupils can receive rewards for effort or achievement with their work.

Quality control – in order to ensure the consistent application of standards and to support the sharing of good practice, subject / phase leaders will sample (e.g. high / middle / lower attainment) milestone pieces and end of unit assessments for moderation. Examples of standardised work may be retained as part of marking evidence. Phase leaders will undertake regular book scrutiny in line with the monitoring timetable to ensure that the marking policy is being adhered to.

Tracking Pupil Progress – class teachers will retain centrally the outcome of marking against milestone pieces and end of unit assessments. Action should be taken to formally recognise pupil success and share good classroom practice, as well as to support underachievers and address areas of concern.

Although presentation, spelling and grammar are important, it is also important that marking should be selective and perhaps concentrate on a specific area rather than attempting to correct everything.

Teachers should explain to pupils the meanings of any symbols used (to designate spelling mistakes, punctuation errors, inaccurate calculations etc.) and have it displayed in the classroom. It is not considered necessary to have a universal system of annotation, but it is important that pupils understand individual teacher systems.

MARKING FOR STAFF

Staff will mark work in **green** ink as a contrast to the pupil so that dialogue and pupil response can be clearly seen. Teachers will endeavour to allow time for pupils to respond to comments and / or make corrections. Where possible, pupils will do this in purple pen which is the same colour ink for editing work.

EDITING WORK

The purpose of checking work is to encourage a pupil to self-edit and to accommodate reflective learning. A purple colour pen / pencil may be used to distinguish the corrections.

Editing by pupils should include :

Amendments to:

- Spelling
- Punctuation (e.g. full stops, capital letters and commas)
- Paragraphing (where appropriate)
- Language improvement/development (inclusion of subject specific key words and concentration on more descriptive vocabulary)
- Ideas to be extended where appropriate

THE MARKING PROCESS : FREQUENCY OF BOOK MARKING

Work should be marked as soon as possible after it is set. No work should be unmarked a week after being handed in. This is to enable pupils to see how they can improve, to correct misconceptions and to ensure progress.

At times, pupils should also be given opportunities to self or peer assess using the 2 stars and a wish system (two positive comments and one area to improve)

At the end of each piece of learning milestone teachers need to give: -

- a) The Learning Objective (L.O.) needs to be visible on all pupil work – pupils need to understand why we have the L.O. ,what it is for that task and how it is used in marking / assessing their work.
- b) The L.O. can be incorporated within the title of the work
- c) Marking is carried out against the L.O. and staff will use a tick system to indicate the level of understanding from the pupil
 - √ Some understanding
 - √√ Majority of task understood
 - √√√ Task fully understood

→ Next Steps

- d) Ticks can be awarded at the bottom of the piece of work with or without written feedback. As stated before not all work will be marked in depth but the ticks give a clear visual indication to the pupils as to how well they have achieved against the L.O.
- e) EYFS will continue to use high levels of verbal feedback as their main tool of feedback plus observations. Reception staff may use the tick system from time to time and introduce it to children later in the year but will use their professional judgement as to whether it is appropriate or not. A marking shorthand is made available in all classes and can be found in Appendix 1.

Presentation of Work

All pupils PP1 – Ruds

- AMDG will be written in the top left corner of the page
- The title, L.O. and date will be underlined

Writing implement

Pencil – EYFS, PP1 & PP2

Transition (pencil – pen) – Prep

Pen – Elements upwards

Pencil will be used in maths for drawing lines, graphs, tables, etc.

The majority of boys will use ink pens such as Berol handwriting pens. However, at the teacher's discretion and sometimes in liaison with the SENDCO an alternative pen will be used (i.e. a specialist pen with a grip built in plus the use of a laptop at times may be deemed more appropriate to meet a child's needs). No erasable pens are to be used.

TARGETS

Maths and English books have targets set for individual or groups clearly written / stuck inside the book.

Pupils will be encouraged to respect and be proud of their books:

Exercise books should only have pupil name and class information on the front cover.

There should not be graffiti on or in books.

Homework

Homework is for the precise purposes of assessing the quality of pupil learning and teacher instruction by setting tasks based on material covered in class or to undertake an assignment in preparation for work that is to be covered in class.

At Key Stage Two, a homework timetable is followed.

At Reception and Key Stage One, homework follows a more fluid timetable and is mainly based on a mixture of reading, phonics, written and numeracy tasks

Kindergarten pupils focus on phonics and links between home and school

All homework should be marked according to its merits, but glaring inconsistencies between marks gained in class and at home will need to be brought to pupil and parental attention.

Homework must be marked in a timely manner and pupils to understand how they have fared through marks and comments.

The timetable overview is in Appendix 2 which includes subject coverage and recommended times for the duration of homework.

In KS2, if homework is not handed in on 3 occasions within a half term then a 30 minute lunchtime detention will take place. This is managed by the phase leader. Parents will be notified of the occasions and when the detention will take place.

Care should be taken that multi-subject homework tasks do not cause an over burden of work on a single night. Extended assignments may be given over a longer period of time.

Homework is set by the subject teacher and noted on Planbook.

Report Writing

Reports are written for all pupils at Loyola Preparatory School including those in Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

General Guidance

It is the policy of Loyola Preparatory School to keep pupils and their parents well informed of the progress that is being made throughout the year.

Reports should be written in accordance with the following guidelines:

Reports are written for parents, who wish to know:

- how their child is performing;
- their child's strengths, achievements and areas for improvement;
- how they can help; and
- whether their child is happy, settled and behaving.

Reports should concentrate on the pupil's performance and any relevant comparisons.

Reports should aim to motivate the student:

- They must give an accurate picture of current performance.
- They should help pupils set achievable targets for progress.

Reports must be written on the Loyola staff network or through the use of an encrypted memory stick. It is the report writer's responsibility to ensure that spelling, punctuation and grammar is accurate in reports and that completion deadlines are adhered to. Members of the SLT should not hesitate to request corrections to reports if they are necessary and oversee this process.

Communication with and Reporting to Parents

Parents are encouraged to contact teachers via the class email address for daily communication needs.

Parent Teacher Meetings

October and March of each academic year.

(Parents can always arrange additional meetings to meet with teachers at pre-arranged times).

Formal Reports

These are written termly and distributed to parents towards the end of each term.

Christmas Term –Effort & attainment grades for RE, Maths & English with next steps and class teacher comment

Lent Term – Effort and attainment grades in all subjects plus class teacher comment

Whitsun Term – A full report; effort & attainment grades with written comments for all subjects, class teacher and Headteacher comment plus any exam results.

Effort Grade		Attainment Grade	
1	Best possible effort	WGD	Pupils are working beyond the standard for their year group, showing greater depth of understanding
2	Above average effort.	MB	Pupils are starting to work beyond the standard for their year group
3	Average effort	SA	Pupils are working with confidence at this level
4	Cause for concern	JA	Pupils who are working at the standard expected for their age group
		WT	Pupils working at the appropriate age curriculum, but who have not yet secured all the expected learning for their year group
		WB	Pupils who are not yet working on the objectives linked to their year group

Early Years Foundation Stage

Practitioners and parents in EYFS have an opportunity to meet staff at the end of each day at handover. Formal parent meetings are arranged for Reception and Kindergarten along with the whole school but at times there may be separate parent / teacher meetings to those scheduled in accordance with when a child enters the class.

Reports are written every term and are a celebration of a child's achievements as well as their 'next step' learning. The report should not list the activities that the children have completed but focus on the child's development. The general comment must focus on and be personal to the child.

Christmas Term –Effort & attainment grades, comment and next steps for Maths & Communication & Language plus class teacher comment

Lent Term – Attainment and effort grades on all of the 7 areas of learning plus RE plus class teacher comments.

Whitsun Term – written comments on all 7 areas of learning plus RE (and Spanish for Reception) with Class Teacher / Headteacher comments. (Achievement of ELG identified for Reception pupils)

Comments on reports



Comments on a child's report should not be confined to their work. It is appropriate to refer to a child's behaviour and attitude and in some cases a report may be the only link between a member of staff and the parents of the child being taught. In every case, they are a permanent record of the child's school career and may be shown to other headteachers or county authorities.

Appendix 1: Marking shorthand

EYFS Marking Shorthand

	Marking Codes
✓	Get it (tick the LO)
GB	Golden Book
I	Independent
S	Supported
●	Incorrect
VF	Verbal Feedback
→	Next Steps

KS1 and KS2 Marking Shorthand

	Marking Codes
✓	Getting it
✓✓	Good at it
✓✓✓	Great at it
→	Next steps
10HP	10HP
GB	Golden Book
S	Supported
I	Independent
HW	Handwriting
SP	Spelling error
●	Incorrect
VF	Verbal Feedback
	Does not make sense
	Error needs correcting
x3	Repeat 3 times
^	Insert

Homework Schedule

Rudiments				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading	Reading	Reading
English	English	NVR	English x2 (inc weekend hwk)	Maths
Maths	Maths		Maths	
<i>VR in exam period</i>				
Up to 2 hrs (Christmas)	Up to 2 hrs (Christmas)	Up to 2 hrs (Christmas)	Up to 2 hrs (Christmas)	Up to 2 hrs (Christmas)
Up to 1 hr 30 (Lent / Whitsun)	Up to 1 hr 30 (Lent / Whitsun)	Up to 1 hr 30 (Lent / Whitsun)	Up to 1 hr 30 (Lent / Whitsun)	Up to 1 hr 30 (Lent / Whitsun)
Figures				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading	Reading	Reading
English – spelling sentences	English – Comprehension	English – written / SPaG	Reasoning	English – linked to book sturdiying
Maths	Maths	Maths	Maths	Maths
Up to 1hr 30	Up to 1hr 30	Up to 1hr 30	Up to 1hr 30	Up to 1hr 30
Elements				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading	Reading	Reading
English – wriiten or comprehension	Maths	Reasoning	English or maths	Spellings & sentences
		History catch up (if needed)	RE	Science catchup (if needed)
Up to 60 minutes	Up to 60 minutes	Up to 60 minutes	Up to 60 minutes	Up to 60 minutes
Prep				
Monday	Tuesday	Wednesday	Thursday	Friday

Reading	Reading	Reading	Reading	Reading
English	English – online	English	English	English or topic
Maths	Maths – online	Maths	Maths – online	Maths or topic
45 - 60 minutes	45 - 60 minutes	45 - 60 minutes	45 - 60 minutes	45 - 60 minutes
PP2				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading (15)	Reading(15)	Reading(15)	Reading(15)	Reading(15)
Mathletics	Either: topic / RE / PSHE / Science	Comprehension	SPaG & maths	Spellings & handwriting
Up to 45 mins	Up to 45 mins	Up to 45 mins	Up to 45 mins	Up to 45 mins
PP1				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading & Fish words	Reading & Fish words	Reading & Fish words	Reading & Fish words	Reading & Fish words
Maths	Comprehension	Spellings to learn & spelling activities (spelling shed)	SPaG	Topic (Christmas / Lent)
		Mental Maths corrections		Lifeskills (Whitsun)
Up to 30 mins	Up to 30 mins	Up to 30 mins	Up to 30 mins	Up to 30 mins
Reception				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading & Phonics work	Reading	Reading	Reading & Phonics work	Reading
		Spellings	Maths and Literacy or Topic	Library Book Review
Homework is sent home on Thursday and collected in on Tuesday.				
Kindergarten				
Monday	Tuesday	Wednesday	Thursday	Friday
x	Phonics sound	Library Book	x	Reading/ Phonic games
				Topic work

