



William Brookes Academy Trust

Marking, Feedback & Homework Policy

January 2017



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This policy is due for review in 12 months

Introduction

Raising the achievement of our students is at the forefront of what we do. Extensive research identifies formative assessment/assessment for learning as the most effective way of raising achievement; up to an extra 8 months of learning per year can be gained by using formative assessment effectively.

'Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It differs from assessment designed primarily to serve the purposes of accountability, or ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teachers work to meet learning needs' Black and William 2002.

1. Impact of Marking and Feedback

The key reasons for offering written feedback is:

- a) To celebrate achievement
- b) To advise on next steps for improvement
- c) To allow advice been acted upon to improve the progress of learners.

Huge amounts of time are spent on marking with no clear evidence that feedback is being understood or action is taken on the advice. Find time for reflection: Read-time, Pairs time, correction time and re-draft time. (EG, effective directed improvement and reflection time (DIRT) is essential for feedback to fully work.)

The target for feedback is the learner. Ensure that it leads to action.

2. Departmental Approach to Marking and Feedback

Each department will have its own marking policy (CAP) to ensure student learning is a participatory, recurring process that:

- Provides data / information you need on your students' learning.
- Engages you and others in analysing and using this data / information to confirm and improve teaching and learning in your subject area.
- Use of tracking systems (Assessment Focus Sheets/KS3 trackers, etc) produces evidence that students are learning the outcomes you intended
- Guides you to respond to the needs of individual students.
- Evaluates whether changes made improve / impact upon student learning and documents the learning and your efforts.

3. Departmental Procedures

- Core learning objectives are tracked to provide a picture of learning across a sequence of lessons/a topic.
- Attainment is tracked by the teacher.
- Target and working at grades are shared with students and reviewed.
- Both students and parents are aware of the feedback policy and the bigger picture.

NB: "Grades" is a generic term to cover life after levels, GCSE and A level.

To ensure that all students receive consistent feedback the following must be seen on a half termly basis:

- 1 hour per week = written feedback once per half term
- 2 hours per week = written feedback twice per half term
- 3 hours per week = written feedback three times per half term

4. Types of Marking

Not all work of a student is expected to be marked. Departmental CAP will identify key developmental tasks where feedback will support students to make progress in that subject area.

Departmental CAP will incorporate the following:

- **Formative Assessment – Assessment FOR Learning**

This must provide students with information about how well they are doing and what they need do to improve, enabling the student to make progress. The quality of teacher feedback is the key factor in determining the effectiveness of formative assessment. Assessment for learning should:

- give feedback to move the learning forward and create a structure for students to act upon advice.
- ensure students understand what they are being asked to learn and how they know they have been successful
- include a variety of assessment related to the subject area
- be related to given criteria or learning objectives
- be concise and accessible to the students
- be diagnostic
- indicate how improvement can be achieved
- encourage the student to take ownership for their learning.
- develop learners' capacity for self-assessment so they can become reflective and self-managing
- provide students with the opportunity to reflect and respond to feedback

- **Peer and Self-Assessment**

How to Develop Peer and Self-Assessment

- Information about what students need to learn and how they will know they have been successful
- A greater understanding of what constitutes quality work
- The skills and techniques required to assess what they have achieved

- **Peer and Self-Assessment – What it Looks Like**
 - This must be an activity that allows pupils the opportunity to openly discuss the quality of their work and reflect upon how to improve it
 - Pupils need to have regular opportunities to peer and self-assess in all subjects across the curriculum
 - Models of marked work are useful to illustrate to pupils how the mark scheme works
 - Traffic Lights are another useful way of tackling self-assessment - to show level of pupil understanding - GREEN - if they understand the new skill or concept ORANGE - if they would like more support RED - help I do not understand this. This could be returned to after the teaching of the topic to check progress
 - Hinge point questioning/tasks also provide opportunities for self- assessment as well as timely intervention.
- **Summative - Assessment OF Learning**
This is linked to end of unit, year or course tests or extended pieces of work. These provide evidence of the learning that has taken place for the purpose of grading, evaluation or certification and link directly into the School system for reporting achievement.

Summative Assessment – What it Looks Like

- Regular and Standardised.
- Include tests and other identified assessments used for data collection purposes to gauge the progress of the students against Fischer Family trust data.
- Marked according to National curriculum (KS3) or GCSE (KS4) criteria, or other recognised qualification criteria which have been shared with students.
- Reported with life after levels descriptions at KS3 and grades (A*-G or 9-1) at GCSE
- Recorded by students to improve their understanding of their progress towards targets.
- Used to track student progress against targets and lead to action if necessary.

Even assessment with little or no feedback provides information that can inform teaching and planning.

All subjects should follow the school's Literacy Policy.

Our homework principles which support this policy are:

The DFE (Department for Education) has stated that:

'Well-organised homework can play a vital role in raising standards of achievement. It is important that the homework that pupils are set supports and complements the work they do in school and that the amount of homework pupils receive reflects the stage they are at in their schooling.'

The school regards homework as an integral part of the curriculum and school experience of every student and an essential element of good education. It should be planned and prepared alongside all other programmes of learning. A well-planned and well-managed homework programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Homework also helps create in students a sense of responsibility for their own education, provides opportunities for them to reflect on their learning, supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Any learning activity that pupils are asked to do outside of normal lesson time can be regarded as homework. The homework task is generally related to work that pupils are doing in school, often as preparation, consolidation or follow-up.

The nature of homework set varies with the demands of each area of the curriculum and the stage reached in a particular subject at any one time. Homework should be relevant and appropriate and tasks will be matched to the age, needs and ability of the students and to the schemes of work being covered in lessons. Tasks will be varied in style and not necessarily be a written piece of work.

Tasks could include;

Reading, listening, watching, researching, drawing, memory work, investigating, report writing, drafting, model making, revising, designing, interviewing or essay writing. This list is not exhaustive. Sometimes the work set will be short and for immediate completion. On other occasions it may consist of an extended piece of work to be completed over a period of several weeks.

As a guide at secondary level, the Government recommends that the time spent on homework or GCSE coursework should fall within the following ranges:

Years 7 and 8: 45 to 75 minutes per day

Year 9: 1 to 1.5 hours per day

Years 10 and 11: 1.5 to 2.0 hours per day (will vary with Exams and Controlled Assessment requirements)

While considering the value of homework tasks, children also need time to relax, enjoy life and learn through experiences outside of the normal school day. There are many opportunities to learn and develop through participation in a wide range of challenging and enjoyable activities such as the arts, sport, voluntary and community activities. Homework should not unduly restrict a child's access to these opportunities to develop. We do expect however that homework is completed to a good standard by students, as it forms a central part to the learning process. A full range of graduated sanctions will be used to correct issues with non-completion, including after school detentions for serious or serial offenders. Parents will be notified of issues as they arise to avoid such repeats.

Practice in School

Students' responsibilities:

- In the Student Planner provided by the school, students will keep a record of when homework is set, what the homework is and when it is due in. This could include the use of Class Charts.
- Students must ensure that they complete homework to the best of their ability and manage their time effectively to ensure homework tasks are completed to schedule.
- Students should value homework as an integral and essential part of their work, enabling them to achieve their best in individual subjects and to develop the skills and habits that will enable them to learn effectively across the curriculum.
- Students' views on our approach to homework will be sought via student voice exercises.

Subject Teachers' responsibilities:

Subject staff will:

- encourage children to value homework by emphasising the purpose of any given task and assessing it according to agreed and shared criteria
- set homework in accordance with whole school and academic area policy
- follow subject specific guidance on the variety, frequency and length of tasks and ensure that they are assessing work in a way that is consistent with academic area and school policy.
- choose tasks that consolidate, reinforce and/or extend class work in ways that develop study skills and independent learning strategies and ,wherever practical, give students more than 24 hours to complete tasks. An exception can be made in this regard, for example where Key Stage 4 students have the same lesson on consecutive days.
- ensure that homework is integrated into schemes of work suited to the ability and age of students and that it is challenging but realistic in its expectations
- monitor the use of the Student Planner and encourage strategies to enable students to organise their homework and to develop as independent learners
- set clear guidelines for students in relation to time that should be taken to complete the homework set.
- give students prompt feedback using appropriate assessment methods, thus helping to ensure that homework is valued and beneficial

Subject Leaders' responsibilities:

Academic areas will agree guidelines in accordance with the school homework policy. In so doing, they will ensure that they address the following:

- the regularity, frequency and amount of homework appropriate in the subject at different times during the course (Yrs7-11)
- the integration of homework into schemes of work
- the range of tasks appropriate for homework in the subject
- the encouragement of relevant independent study skills for times when homework is not formally set, to be shared with students and parents
- how feedback should be given to students about homework, with regard to our school feedback policy
- the importance of stressing the value of homework
- the establishment of clear and manageable requirements for homework
- the implementation within the academic area of the requirements for teachers detailed above
- the implementation of regular monitoring procedures to ensure that homework is set and assessed in a manner that is consistent within the subject and across the school

Pastoral Staff responsibilities:

The Form Tutor will have oversight of the students' homework and should take an active role in the support of students in developing strategies for time management of homework. They should also address issues with inadequate or non-completion of homework through the use of weekly monitoring procedures during Tutor time.

House Leaders are expected to monitor the setting of homework across the Curriculum and to address issues with academic areas setting too little or too much homework, directly with the Subject Leaders or with a member of the Senior Leadership Team as appropriate

Senior Leadership Team responsibilities:

The SLT will ensure that:

- the policy is fully and effectively embedded within the practice of the school
- there is consistent practice within and across academic areas
- the expectation that students should complete homework punctually and to the highest standard is shared by everyone
- homework features in the regular monitoring and evaluation of teaching and learning by senior management. Procedures for the setting and assessment of homework will be checked to ensure that there is compliance with school policy and that homework is contributing to student progress and to the development of independent study skills
- views of parents, students, teachers and governors will be involved in the review of this homework policy

The role of parents/carers:

Homework provides a clear connection between school and home in a child's education and development. Parents and carers can make a real difference to their child's progress at school, attitude to work and development as independent learners by encouraging positive attitudes to homework.

Parents/carers should:

- provide a peaceful and suitable place in which children can do their homework
- make it clear to students that they value homework, and support the school in explaining how it can help them make progress at school
- encourage regular habits and routines for the completion of homework
- discuss school work and homework with their children, showing interest in their work There are many ways in which parents can help their children – by, for example, testing what has been set to be learnt, listening to them read what has been written, asking them to explain what has been studied.
- encourage them to complete homework to the best of their ability and praise them when they do so
- use the Student Planner to check that homework deadlines are met
- encourage their children to become increasingly independent in the completion of homework
- contact the school promptly if they have any concerns about homework

Non completion of homework

This will be dealt with through our usual graduated response in school. At first the subject teacher will impose punishments before it is passed on through the Subject Leader, Tutor, House Leader and Senior Leadership Team. The type of punishment will escalate with the problem and at first will involve a second chance to complete the task, through detentions and will involve after school detentions if the problem is not rectified. We see homework as a vital part of the learning process and it will be used to develop learning in subsequent lessons and hence it is a priority that it is completed on time.