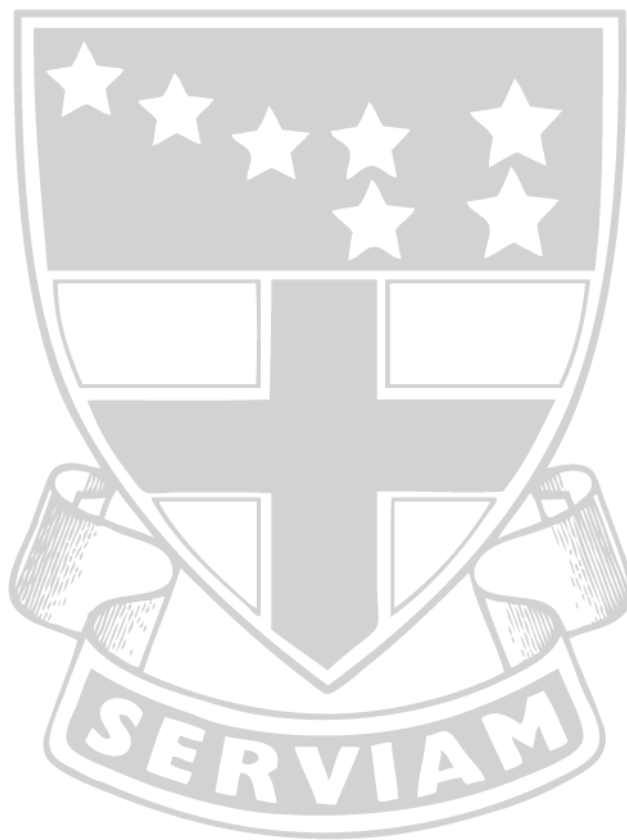


HOMEWORK & FEEDBACK POLICY



Date of Review: July 2026

Date of Next Review: July 2028

St Angela's aims to provide an education characterised by an ambitious curriculum design, high challenge for all and responsive teaching. Homework and feedback are integral components of this vision, ensuring that all students keep up with learning, develop independence and achieve their full academic potential. The work set by teachers consolidates and extends the knowledge and understanding that students have acquired within lessons and supports them in preparation for future learning. Homework is vital to our students' progress.

High challenge for all

At St Angela's we believe that every student is entitled to an ambitious education regardless of background, prior attainment or additional need. Homework and feedback practices are therefore designed to provide access to challenging curriculum content for all learners.

Teachers will:

- Maintain consistently high expectations of all students.
- Scaffold learning without reducing cognitive challenge.
- Ensure disadvantaged students and students with SEND are supported to access the same ambitious curriculum as their peers.
- Use adaptive teaching strategies to remove barriers to learning while maintaining curriculum expectations.
- Promote meta skills, scholarship, curiosity and intellectual independence through homework tasks.

Students will be encouraged to think deeply, explain their reasoning, make connections across topics and engage with increasingly complex subject content as they progress through the school. Teachers do this through sign posting the meta skills students are using while completing homework. Meta skills are innate, timeless, higher-order skills that create adaptive students; able to succeed whatever the future brings. Adopting the consistent use of meta- skills offers a common skills vocabulary for St. Angela's students to better recognise and articulate their skills development. The meta skills below help students throughout their learning by encouraging self- management, social intelligence and innovation;

1. Creativity
2. Focusing
3. Leading
4. Initiative
5. Critical thinking
6. Collaborating

The logistics of homework setting

Homework is set by the individual class teacher on Google classroom. Year 7 Students also record this in their individual planner.

We encourage students to take a responsible and conscientious attitude to their own studies by developing good home learning habits and study routines from Year 7.

Form tutors sign Year 7 planners on a weekly basis in the school and all teachers monitor the amount of homework their tutees receive keeping the relevant Head of Year/ Head of Department apprised of any dip or overload in homework setting. Parents are encouraged to monitor the amount of work and communicate their contentment with their work through the weekly signing of the planner and through communication with their child. Concerns regarding home learning are recorded by teachers on the google log and communicated home.

Parents support these habits by:

- Checking Google classroom daily, together with their child for full instructions of work set by teacher
- Providing a suitable quiet environment where their child can complete the work
- Allocate a time each evening for students to complete the set work
- Check and sign the planner to state that the work has been completed to a high standard
- Check Google classroom for full instructions

Where feasible, students are encouraged to complete home learning activities on the day it is set. This will help ensure good time management routines and allow them further opportunity to seek help before any deadline should they require it.

Roles & responsibilities

Role of the teacher	Role of the student	Role of Parent/carers
• Set homework on Google classroom • Provide the necessary stimulus required to complete the work • Give clear instructions both within the lesson and on Google classroom • Set deadlines for completion of the work • Mark & return the work according to the school marking policy • Provide help and support • Inform HoD if concerned about student completion of homework	• Clearly record the homework set in the weekly planner page • Ensure the deadline for each homework is clearly written • Allow enough time to successfully complete the work assigned • Ensure that enough detail is written and that they have a clear understanding of what needs to be done <u>before</u> leaving the class • Check Google classroom for any further information which may help them with the work • Contact the teacher for support if you know you will not complete the homework by the deadline • Take responsibility and initiative for extending their own learning	• Providing a suitable quiet environment where your child can complete the work • Allocate a time each evening for students to complete the set work • Check and sign the planner to state that the work has been completed to a high standard • Check Google classroom for full instructions • Discuss the task with their child to encourage conversations about learning • Contact the school with any concerns regarding homework.

Responsive & Written Feedback

At St Angela's, marking and feedback are used to improve learning rather than simply record performance. Effective feedback identifies strengths, addresses misconceptions and informs both future teaching and student improvement.

We recognise that feedback can take many forms, including verbal feedback, whole-class feedback, self-assessment, peer assessment, live marking and written feedback. The most effective form of feedback is that which has the greatest impact on student learning. The teacher will use adaptive strategies to determine

which of these different methods to use. We recognise that each has its own meaningful and valuable way of supporting students making progress.

Students will be given regular opportunities to reflect upon, respond to and act upon feedback. Dedicated Improvement and Reflection Time (DIRT) will be built into learning where appropriate to ensure feedback results in meaningful improvement.

Evidence of effective feedback should be seen not in the quantity of marking but in improved student understanding, greater accuracy, stronger retention and enhanced performance in subsequent work.

Written feedback varies by key stage and subject with various complexities. Typically subjects who see students more regularly will provide written feedback more frequently. Teachers are not expected to mark and award a mark / grade for every piece of work produced by students. As a school we are conscious of not creating unnecessary marking which could negatively affect the planning of future learning. Written feedback must always be a manageable balance for our teachers. The quality of written feedback is more important than the quantity but as a guideline we ask that teachers meet the following minimum expectations. Individual departments may also have their own marking policy in place which identifies which pieces of work are marked.

Subject	Hours per 2 week	Marking Period	Plus
English, Maths, Science, Design Technology, MFL, RE (KS4)	6+	At least every 2 weeks	Once per half term. One piece of reading or research outside of the scheme of work to develop subject passion
KS3 MFL, KS3 RE, D&T, KS4 Options	4+	At least every 3 weeks	
KS3 - History, Geography, MFL, Computer Science, Art, Music, Drama	2 +	At least every 6 weeks	

Expectations

To be an academically successful student throughout the school homework must be constant and the amount of hours spent in homework must be appropriate to the level of study. Homework must always be well designed and purposeful.

Keystage	Recommended amount (Mon-Fri)	Plus
KS3 (Years 7, 8 & 9)	90 minutes of homework per evening	Half a day at the weekend
KS4 (Year 10 & 11) GCSE	120 to 150 minutes of homework/revision per evening	Plus a day at the weekend especially in year 11
KS5 (A-Level)	180 minutes per evening in year 12 and year 13	Plus a day at the weekend especially in year 12 & year 13

Green Pen

Students are expected not only to correct errors but also to improve the quality of their responses by redrafting, elaborating, refining vocabulary and strengthening subject-specific explanations. Green pen responses should demonstrate improvement in thinking as well as presentation.

Why should students use the green pen check?

When students check their own work against clear success criteria, they take responsibility for their own learning, this process:

- Develops metacognitive skills, as students learn to evaluate their own understanding and identify gaps in their knowledge.
- Builds independence, as students become active participants in improving their work
- Reinforces learning objective, this act of checking helps embed subjects high expectations

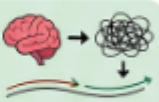
Green pen checks are NOT used:

- For extended writing where feedback needs to be more nuanced
- For complex problem solving where students need teacher guidance to understand errors
- For summative assessments where you need to see students' unaided work.

Colour of Marking Pens

- Blue /black - student writing during the learning process
- A colour than that of the student that is not Green - teacher feedback
- Green pen - checking & redrafting - student feedback

Teachers use standardised literacy codes to guide students on improving their written communication skills beyond subject- specific content. These codes provide clear, consistent feedback that helps students develop their literacy across all subjects.

St Angela's Literacy Code	
TEACHER CODE	STUDENT ACTION
 SP  word Spelling mistake	Write the correct spelling 3 times. 
 C  A Capital letter missing	Fix the missing or incorrect capital letter. 
 P  ?!, Punctuation error	Add, remove, or fix the punctuation mark. 
 G  Grammar / Unclear expression	Rewrite using standard English. 
 ~  Inaccurate knowledge	Correct the facts or information in your writing. 
 A Missing word	Rewrite the sentence to include the word. 
 ?  Unclear or illegible	Rewrite the sentence so it makes sense. 
 //  New paragraph required	Take note for future structure (N/A). 
 H  Highlight	Highlight the specific key terms in your text. 
	

Sixth Form Homework and Flipped Learning Procedures

At St Angela's Sixth Form, Flipped Learning is often used in subjects to support our commitment to 'high challenge for all' and to promote active, independent learning.

Flipped learning reverses the traditional classroom model. Students engage with learning material before lessons (through pre-learning tasks or 'prep work'), enabling lesson time to be used for deeper exploration through discussion, collaboration, peer learning and problem solving activities. Within this approach, the teacher's role shifts towards that of facilitator and coach, empowering students to take greater responsibility for their own learning. The use of technology further enriches the flipped learning process and develops skills that are essential for 21st-century learning.

Homework is monitored by the subject teacher, and any failure to complete work to the required standard will be communicated to parents or carers.

To ensure consistency, accountability, and the effective use of lesson time, all Sixth Form homework and flipped learning tasks must be set, submitted, and monitored through Google Classroom in accordance with the procedures outlined below.

Submission expectations

All homework and flipped learning activities are posted on Google Classroom for the relevant class.

Students are required to complete all work in full and submit it by **8:00 a.m. on the morning of the lesson** in which the work is required. Alternative methods of submission (for example, email or paper copies) are not acceptable unless explicitly authorised by the Head of Sixth Form.

For subjects that use flipped learning booklets, students must photograph their completed work and upload the images to Google Classroom as evidence of completion. The classroom teacher can then review and stamp the work at the start of the lesson. If the homework is not completed before the lesson, students are instructed to go to the dedicated study space in Desenzano where they can complete the work and then return back to the lesson.

Developing Scholarship

To promote exceptional outcomes and prepare students for higher education and future employment, homework at Key stage 5 will increasingly encourage students to engage in scholarly activity.

Examples may include:

- Wider reading and research.
- Engagement with subject-specific articles, journals and publications.
- Extended writing and independent enquiry.
- Retrieval and revision activities designed to strengthen long-term memory.
- Academic discussion and reflection.
- Application of learning to unfamiliar contexts.

Departments identify opportunities within schemes of learning to cultivate subject passion, intellectual curiosity and academic scholarship.

Conclusion

This policy makes clear the three-way responsibility for homework/ flipped learning;

- Teachers for setting, assessing and monitoring the quality of homework/ flipped learning ensuring that it promotes good learning and study habits
- Students for managing homework/ flipped learning , meeting deadlines and completing good quality work that compliments and/or extends learning completing tasks on time
- Parents/Carers for cooperating with the School to ensure that the homework/ flipped learning is completed to a good standard and promotes opportunities for learning

This policy should be read in conjunction with:

- Curriculum Policy
- Teaching & Learning Policy

Monitoring

This Policy is monitored by the Headteacher and Senior Leadership Team of St Angela's Ursuline School. Specialist staff related to the policy area also monitor its use and suitability making recommendations for development when the need arises.

Evaluation

The evaluation of the effectiveness of this policy is undertaken by the Governing Body of St Angela's Ursuline School as set at Governing Body meetings within a framework of annual/biannual compliance checks