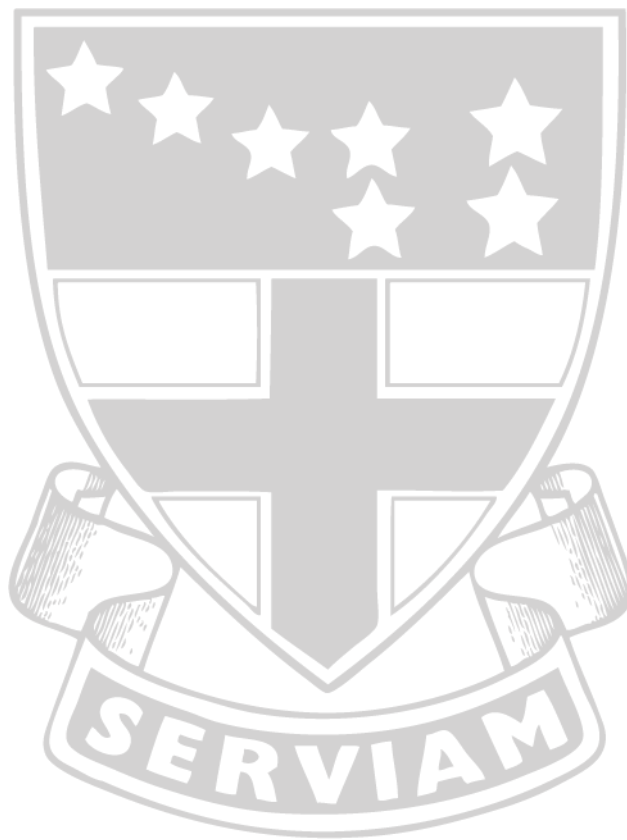


## **HOMEWORK & MARKING POLICY**



**Date of Review: July 2021**

**Date of Next Review: July 2023**

## St Angela's Ursuline School

### Homework, Assessment & Marking Policy

The defining principle of this policy, for students and their parents is as follows: whenever a student, parent or teacher assesses the student book as a measure of the quality of education two vital factors must be evident.

1. The quality of the work in the book is excellent. It demonstrates the level of challenge of lessons and an excellent standard of preparation for major assessment and future public exams.
2. **The book is well marked - it is marked frequently and the standard of feedback to the student ensures that progress and improvement can be made.**

Research by the Education Endowment Fund strongly suggests that the most effective and valuable way to support outstanding student progress is through *regular, quality* feedback from teachers.

The work students produce deserves dedicated attention and feedback in order to allow them to know and understand their own progress in learning and the next steps needed for continued improvement.

Marking the work is our way of acknowledging and celebrating students' work, checking the outcomes and making decisions about what we need to do next, with the primary aim of driving student progress. Students should be able to answer two main questions about their learning:

- What am I doing well in this specific topic and subject?
- What do I need to do next to improve my work in this subject?

This assessment and feedback policy is therefore under-pinned by the following key principles:

- Feedback to students should focus on diagnostic assessment of the knowledge, understanding and skills they have gained, with clear explanation and actionable targets of what needs to be done to extend their learning.
- All students should be allowed directed lesson time to engage with and respond to feedback and seek further support from their teacher. We call this DIRT 'Directed Improvement and Reflection Time'.
- A variety of feedback strategies will be used to ensure regularity for students and manage teacher workload. This will include self and peer assessment. Marking of work will be meaningful, manageable and motivating.

All teachers are responsible for ensuring improvements in students' literacy and teachers will correct common errors in punctuation, grammar and spelling. This may at times need to be

balanced with highlighting only selective errors which reappear to ensure students are able to focus on the key misconceptions.

Effective feedback and marking combined motivates students and equips them with the specialist advice required to be able to achieve their full potential. Evidence of students acting upon feedback to subsequently improve their future learning will demonstrate how effective the feedback is.

### **Types of Feedback that occur:**

Written book marking is only one form of the feedback that students receive from their teachers. Feedback can be given using lots of different methods. The research has shown that verbal feedback and carefully managed peer and self-assessment are also an important part of securing progress. Staff are encouraged to use smart marking techniques including the use of autotype printer/sticker systems. We recognise that each has its own meaningful and valuable way of supporting students making progress. Marking is a central part of a teacher's role, however a balanced approach that secures student progress and removes unnecessarily marking that is ineffective is adopted.

As a school we encourage 'thorough' marking. This is different from selective marking which only identifies types of errors within a limited section of work, but leaves the majority of other work unchecked and unmarked. Our very thorough approach is based on the principle that by spotting and addressing misconceptions more regularly as we review work it will ensure that when assessments are completed we have already put in place actions to prevent this misconception reoccurring and thereby maximise their opportunity for success. In reviewing the book in our marking cycle we will mark misconceptions and spelling, punctuation and grammar. However, we will not subscribe to acknowledgement marking which is where every page is ticked and flicked and short comments such as 'good effort' are put in places as research has proven that this does not contribute to progress.

Feedback by marking will be evidenced in the exercise books

**Teacher marking (not Green pen)** - marked by a teacher - checks for misconceptions, diagnostic feedback, communicating improvements of targets, recording scores or percentage.

**Green Pen Student marking** - - All self and peer assessment in exercise books should be completed in green pen. This includes students responses completed during DIRT time

### **Chromebooks**

The introduction of chromebooks has added a new dimension to homework, marking and assessment. We have embraced the opportunities that utilising technology offers students but equally it can create a challenge to marking evidence. The progress of students' learning is clearly evident in dual system of book work and work online

**Chromebooks and software give a wide variety of modes of feedback and it is important that students keep an assessment log so that their exercise book reflects the entirety of the assessment they have had. This log can be found at the front of all students' exercise books.**

All online assessments are set as assignments on Google Classroom so there is a clear record of assessments completed and feedback given on the Classroom Google Drive folder.

DIRT for online assessment can be completed in green highlighted text from students where possible/appropriate, otherwise this can be done in exercise books.

### Homework

The work done by students outside of the classroom is a vital part of academic success. It consolidates and extends the knowledge and understanding that students have acquired within lessons and supports them in preparation for future learning. At St Angela's whether that homework be 'prep' preparation for the next lesson or genuine homework, the aim of retention or skills development from work learned in class - the amount of homework given to students is key.

It is our expectation that homework must always be well designed and purposeful. Quality is always more important than quantity and high challenge is a priority in creating tasks. Excessive amounts of poorly designed tasks do not contribute to the learning process and can have detrimental effects on students wellbeing. For this reason we have a carefully designed homework timetable which enables students to manage their workload effectively.

The amount of homework given to students depends on which key stage they are in and the amount of hours a subject receives. No matter the difference within this however the regularity of the marking is key to regular feedback and hence student progress.

Role of the teacher	Role of the student	Role of Parent/carer
<ul style="list-style-type: none"> <li>● <b>Set homework exactly to the homework timetable</b></li> <li>● Ensure a marking timetable that will allow them to mark effectively and manage their workload.</li> <li>● Provide the necessary stimulus required to complete the work</li> <li>● Give clear instructions both within the lesson and on Google classroom</li> <li>● Set deadlines for completion of the work</li> <li>● Mark and return the work according to the school marking policy</li> <li>● Log any concerns about student completion of homework</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly record the homework set in the weekly planner page including the deadline set.</li> <li>● Allow enough time to successfully complete the work assigned</li> <li>● Check Google classroom for any further information which may help them with the work</li> <li>● Contact the teacher through google classroom for support if they know they will not complete the homework by the deadline</li> <li>● Take responsibility and initiative for extending their own learning</li> </ul>	<ul style="list-style-type: none"> <li>● Providing a suitable quiet environment where your child can complete the work</li> <li>● Allocate a time each evening and at weekends for students to complete the set work</li> <li>● Check and sign the planner weekly to state that the work has been completed to a high standard</li> <li>● Discuss the task with their child to encourage conversations about learning.</li> <li>● Contact the school with any concerns regarding homework.</li> </ul>

### How much homework and marking should students receive?

Keystage	Homework weekday amount	Marking & Frequency
KS3 (Years 7 - 9)	1½ hours	Exercise books - <b>Every two to three weeks</b> Assessments - <b>when they occur</b>
KS4 (Year 10 & 11)	2 - 2½ hours plus ½ weekend day	Exercise books - <b>Every two to three weeks</b> Assessments - <b>when they occur</b>
KS5 (Year 12 & 13)	3 hours plus 1 weekend day	File check - <b>Every three/four weeks</b> Assessments - <b>when they occur</b>

### Assessment

Reports and Parent Teacher Consultations will also provide a holistic view of your child's progress in each subject

There are three sets of reports that go to Parents each year and in normal circumstances most year groups have just one Parent's Evening that accompanies one of the reports.

As a school, the following very clear protocol for assessment weeks and reporting to parents must be met so that there is absolutely no ambiguity between a student's performance in assessments and the report itself. Assessments taken by students in an assessment week or period **MUST** be rigorous. As such the grade that is awarded is clearly valid and the grade awarded in that assessment **will be** the 'Working At' grade. By doing so Parents have a very clear understanding of how their daughter performs in exams.

By Year 11 some subjects involve NEA (previously called coursework) that make up a large percentage of the course. **In Year 11 only we will report the grade of that NEA separately so that parents are aware of this vital information also.**

It is important then that to ensure all stakeholders understand that:

1. Students must be well prepared for assessments. These are dress rehearsals for end of year assessments, which are dress rehearsals for mocks which are dress rehearsals for the real exams. This is deliberate. By the time our students reach public examination, assessment should be second nature to them and will eradicate worry, stress and pressure that they would put on themselves that can and has historically led to under-performance.
2. A student's WA is not a static result and **can go up and down** based on the performance in their latest assessment. This is good - it serves two purposes: a) it allows you as a HoD to genuinely see where underperformance or problems exist; b) data is not being gamed - ie. there is no desire or compunction to make the data fit a perceived trend.
3. A parent will know their child's actual performance - this is better for parents who will have in the past read reports and thought all is well because a better WA grade was given than the actual assessment performance.

4. This is reality for students - **who must always get back & keep their returned paper, marked and graded by a teacher**, and then have a truer sense of their performance in exams and work towards improving this (both in skills and increased knowledge over time) as they move towards public exams.

The report then of course **MUST** match the assessment grade for the WA and whilst the prediction will continue to communicate where we hope that student to be by year end, student and parents get a sense of how well that journey is going.