HOMEWORK SETTING, MARKING AND FEEDBACK POLICY

November 2020

St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY

Last Review Date:	Feb 2020
Next Review Date:	Feb 2022
Governor's Signature:	

The Purpose of Marking and Feedback:
At St Aloysius' College we are committed to ensuring the progress of all of the students in our care. We understand that feedback, when used effectively, can accelerate student progress by up to 8 months and we know that marking is a critical aspect of this. We recognise that students will be motivated by regular and informative marking.

1. Aims of Marking and feedback
1.1 To identify levels of attainment and achievement in relation to the student's individual ability. 1.2 To ascertain the student's level of understanding.
1.3 To provide a prompt for the dialogue by which students become independent learners through their ability to identify strengths and weaknesses and set targets for themselves in order to improve their work. 1.4 To inform lesson planning.
1.5 To encourage students to have a sense of pride in their presentation of work.
1.6 To correct mistakes, with a focus on Literacy/Vocabulary skills.

At St Aloysius' College we recognise that different subjects have different assessment needs and therefore, this document must be read in conjunction with any departmental marking / feedback outlines. This document outlines the consistent practices that are expected of all departments.

2. Principles
2.1 Marking should be used to inform planning and drive up standards of student learning across the school. 2.2 Feedback should be accessible to all and enable students to identify their strengths and areas for development. It should motivate a learner and assist them in becoming reflective and self-regulating learners. Feedback should include a green box task for pupils to complete and for teachers to check.

3. Type and Frequency of Marking
3.1 Students' Homework should be marked, as detailed in the table below, to inform planning and check student's understanding.
3.2 It is expected that classwork will be actively marked by the teacher (focussing on those making least progress in the first instance) or self or peer marked to ensure the quality of the work presented and to ensure that the content is completed to a high standard. Where students have not met expected standards, this should be indicated for them to correct / complete. See Appendix 1 (extract on Teaching and Learning from the staff handbook 20-21).
3.3 It is expected that all homework is set as outlined in the table below and is marked according to the marking cycle below. Where there is more than 1 homework set each week, at least one of these must be a deliberate practice homework.
3.4 At KS4 every 3 weeks, a piece of deliberate practice homework should be teacher marked for the Core and Foundation subjects as outlined in the table below and the teacher should provide written specific feedback on what each student must do to improve his work (developmental marking) and the teacher must also set a green box task for the student to complete. The teacher is expected to check the completed green box task when next marking books. This means that marking should diagnose the strengths and weaknesses and include targets to benchmark success and encourage improvement and progress. The table below details the minimum requirements for each key stage. Heads of Departments may wish to increase this number to address weak progress.

Homework setting: Frequency

	English, Maths, Science	RE, History, Geography, MFL, Business, Computing, Computer Science, BTEC, Media Studies, PE GCSE, Psychology, Economics, Politics, Sociology	Art, Music, DT, Graphics
KS3	Twice weekly 1 retrieval 1 Deliberate Practice	Once weekly Week A-Retrieval Week B-Deliberate Practice	6 week Deliberate practice project: Week 2-in class check Week 4-peer assessment Week 6-teacher assessment
KS4	Twice weekly 1 Retrieval 1 Deliberate Practice	Twice weekly 1 Retrieval 1 Deliberate Practice	3 week Deliberate Practice project: Week 1-in class check Week 2-peer assessment Week 3-teacher assessment
KS5	Twice weekly 2 Deliberate Practice 2 retrieval	Twice weekly 2 Deliberate Practice 2 retrieval	Weekly Deliberate Practice

Homework Marking Cycle:

HW #	Type	Marked by:	Tracking/Feedback	Student Response
1	Retrieval	Auto	SMHW gradebook/correct misconceptions	Record in retrieval tracker in exercise book
2	Deliberate Practice	Self	Active marking*	Live (in-class) improvements/ redrafting
3	Retrieval	Auto	SMHW gradebook/correct misconceptions	Record in retrieval tracker in exercise book

4	Deliberate Practice	Peer	Peer feedback	Green pen peer feedback, swap ex books back and improve
5	Retrieval	Auto	SMHW gradebook/corr ect misconceptions	Record in retrieval tracker in exercise book
6	Deliberate Practice	Teacher	Formative feedback given (WWW/EBI) + green box task set. Quality assure previous green box response(s).	Green box redraft/ improvement

Active marking*--Classwork is marked using active marking--teacher circulates and checks completion of quality work by all students and targets those that are making poor progress generally. Classwork can also be self or peer marked.

4. Monitoring and Evaluation

4.1 Heads of Department will ensure their departmental marking guidelines support the school policy. These guidelines should clearly identify the expectations regarding marking and feedback within their department.

4.2 Heads of Department will undertake quality assurance to ensure that (i) marking is in line with the school policy and that student presentation meets our whole school expectation. (ii) Feedback is responded to by students and is enabling progress.

4.3 Line Managers will review implementation of this policy and hold Heads of Department to account for their monitoring and quality assurance of work in exercise books for all staff in their department.

5 Responsibility for Implementation of this policy

5.1 Teachers will ensure that:

  o When a piece of work is set the success criteria should be made explicit to the students.

  o Marking is timely, accurate, informs planning and uses agreed Literacy codes according to the homework setting cycle.

  o Written feedback will have comments that motivate the student and spur progress over time. These comments should be accessible to the student and a green box task should be set for the student to complete.

  o High standards of presentation are maintained (dated, headings are underlined, classwork and homework are clearly labelled for every piece of work.)

  o Students are rewarded for excellent work through use of agreed school systems.

  o Students are sanctioned for missed / poor quality work through use of the agreed school systems o Students have a completed assessment sticker, a Standards Sticker, a termly curriculum plan and a retrieval tracker in their books / folders as determined in the Department guidelines.

  o Students have the opportunity to reflect on feedback, self-correct and improve their work. o Student response work is completed in green pen. Marking / feedback should be differentiated according to the pupil's ability.

  o They mark in red pen unless specified otherwise e.g. Examination Board Specifications.

5.2 Students will ensure that:

- They work to the best of their ability at all times.
- They present all pieces of work in line with whole school expectations as detailed on the Standards Sticker.
- They respond to all Marking and Feedback in green pen.
- They complete the retrieval tracker at the back of their exercise books after completing a quiz and they RAG their curriculum plan after a topic has been completed.

5.3 The Role of Parents and Carers

- Help your child by going through their books and ensuring the quality of work that is being completed.
- Reinforce and discuss the importance of doing your best in all tasks.
- Support your child in the organisation of their books and readiness for learning.
- Ensure that your child comes equipped for school each day and is ready for learning

Responsibility for implementation of this policy:

5.1 Teachers and Teaching Assistants will ensure that the homework task is purposeful and meets the learning goals of the lesson.

5.2 The role of the Class Teacher:

- To set homework regularly according to the whole school homework timetable;
- To set purposeful homework which meet the school principles and learning objectives;
- To give full and comprehensive instructions for completion on Show My Homework; |
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- To ensure appropriate resources are available;
- To set deadlines for completed work and ensure that they are met;
- To provide feedback in a timely, accurate and actionable way;
- To record on Sims when students do not hand homework in on time and/or to the best of their ability.
- To sanction those students who have not completed homework to ensure that it is completed. ○   To reward those students who produce outstanding homework.
- To provide help and support as and when required.
- To encourage the use of the library resources and Study Zone for homework activities.

5.3 The role of the Teaching Assistant:

- To assist in checking that the homework task is recorded clearly and correctly in student planners;
- To encourage the use of the library resources and Study Zone for homework activities.

5.4 The role of the student:

- To keep an up-to-date record of their homework timetable at the front of their planner;
- To write brief instructions for the homework task and deadline date into the planner; ○

To listen to homework instructions in class;
- o To attempt all work and give their best effort;
- o To ensure that homework is completed and handed in to meet the deadline;
- o To inform the class teacher of any difficulties and seek support before the deadline;
- o To check SMHW daily via the school website or mobile app;
- o To respond to the teacher's feedback to their homework and to complete greenbox tasks. o To make a record of their homework at the front of their book/folder and tick when they've made improvements to the teacher's feedback.

5.5 **The role of the Form Tutor:**
- o To monitor that homework is being recorded in student planners and completed;
- o To check that the planner is being signed by the parent or carer;
- o To carry out meaningful conversations with students who require additional support with the completion of homework;
- o To note and respond to any comments written in planners by parents;
- o Form tutors should draw the attention of the Head of Year of students who regularly have difficulties with homework so relevant interventions can be implemented.

5.6 **The role of Heads of Department:**
- o To monitor the quality and quantity of the homework set;
- o To ensure that marking of homework is carried out in line with the School's and department marking policy.
- o To support class teachers in sanctioning those students who regularly do not complete homework. o To reward those students who produce outstanding homework.

6. The role of parents and carers
We encourage parents and carers to:

6.1 Help their child by going through homework tasks and checking he/she understands what has to be done;

6.2 To reinforce and discuss the importance of completing homework in order to make progress; 6.3 Provide a suitable environment in which work can be done;

6.4 Encourage students to attend after school support sessions e.g. Study Zone, where students can work in a learning environment with accessible support and resources;

6.5 To monitor issues relating to homework completion by using Go4Schools parental access.

7. Support for students
7.1 As a school, we will support students by:
- o making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime.
- o opening and staffing the Library before and after school wherever possible.

- o providing a daily homework club in the SEN department with assistance if and when required, offering students studying for exams the opportunity to complete homework at school in Study Zone (Year 11)

Appendix 1

Extract from the Teaching and Learning section of the staff Handbook 20-21
Frequent feedback

Feedback is crucial for students to achieve their potential. Feedback is integral to every lesson informing the teacher and student current performance by helping to identify areas of strength and weakness. The Sutton Trust report shows that effective feedback can make a difference of 8 months to a student's progress.

https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/feedback/

For feedback to be effective the following need to be born in mind:

Specificity of feedback

As teachers we often need to know if a student is capable of completing a task or not. This provides the teacher with instant feedback allowing us to plan accordingly. However, the continual marking of these can/can't activities provides us with very limited information. If we want to provide effective feedback to a student that will support them to move forward we need to plan activities and assessments that will provide us with specific information. The following should be considered when planning an activity that will be used to provide feedback:

- does the activity show you what misconceptions the student has?
- does the activity highlight any gaps in learning?
- does the activity highlight key areas of development?
- does the activity make the student's thinking visible?

Before the students complete the activity it is important to share the success criteria with students. This will provide students with a framework they can use to self-assess and enable the teacher feedback to provide specific next steps.

Errors vs mistakes

Research shows that when feeding back we need to make the distinction between 'errors' and 'mistakes'. Mistakes are something that a student is capable of doing but hasn't done this time. Errors are when a student has answered wrongly due to a misconception or lack of mastery. When providing feedback on mistakes and errors the approach should be different. For mistakes the teacher should draw the student's attention to them and ask them to correct them themselves. By not providing the answer the reliance on teacher support is reduced and the student is supported to improve their ability to self-assess. With errors however the student will not be able to self-correct without additional support.

Self-assessment

In the long term improving the student will have a much bigger impact on learning than improving individual pieces of work. It is essential that we equip students with the ability to provide themselves with feedback. Being able to self-assess is important if students are to continue their learning when not with the teacher. This can be done in a number of ways:

- Detective work: When providing feedback teachers can support a student's ability to self-assess by asking the student to find and correct the mistakes themselves. For example:

  "3 out of 5 of these are correct. Find them and correct them."

  "In the class the following words have been spelt incorrectly. Reread your work, find the words and correct them."

  "Here are 6 statements and next steps. Which one applies to your work and why?"

- Success criteria: Research shows that providing success criteria before activities has a positive impact on progress. Students should also be given time before the teacher feedback to selfasses their work. This signifies the importance of self-assessment and provides the opportunity for students to practise assessing their own work.
- Easy and difficult: At the end of an activity time should be allocated to allow students to reflect on their work. Asking students to identify the parts they found easy and the parts they found difficult allows students to clarify what they need to focus on to improve.

Timing

Key to successful feedback is timing. Research shows that instant feedback, such as verbal feedback and next lesson feedback, is more valuable and has a greater impact on progress. Students find it easier to improve when mistakes and errors are corrected quickly. If mistakes and errors are allowed to be repeated over a sustained period overcoming these learnt mistakes will become a lot more difficult.

Time

Time is an essential element of effective feedback. Students will only be able to improve if sufficient time is given to allow students to receive, consider and action feedback. Research shows that without this time allocation the impact of feedback is reduced.

http://www.learningspy.co.uk/featured/getting-feedback-right/

At St. Aloysius' we recognise that effective feedback is provided in various ways such as verbal, written, whole class, peer and self-feedback. Please see the 'Feedback policy' for more information.

Put simply, the focus of feedback is simply what moves the learner forward.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Unpacking Formative Assessment (Dylan Wiliam)

Marking

Classwork and homework should be marked according to the marking policy. As far as possible time should be created in lessons for classwork and homework to be checked and feedback given in the lesson to ensure that student work is of a high quality and students understand how to move forward in their learning. All homework should be marked according to the marking cycle outlined below. (see *'Homework setting and marking cycle'*)

Classwork:	Homework:
Active (in-class) **marking** Live feedback Active circulation Target underachievers Go through corrections & give feedback as a class Cold-call to check understanding	**Retrieval** Quizzing apps where possible **Deliberate Practice** Self-assessment Peer-assessment Teacher assessment

Homework

To support mastery and long-term retention, homework is expected to fulfil one of two purposes:

Deliberate Practice
Activities that are designed to improve performance, challenge the learner, and provide feedback. This requires a clear model of what expert performance looks like and what actions need to be taken to achieve that level of performance. (Ericsson)

- Where possible this homework should provide opportunity to develop **literacy** and **numeracy** skills.
- **Knowledge** should be embedded and consolidated through for example: *Extended reading, extended writing, problem solving, comprehension and practice exam questions.*
- **Skills** should be developed and honed through for example: *problem solving, designing, drawing, painting, music rehearsal and sporting skills.*

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Retrieval

Activities which bring information to mind to test and review prior learning. Deliberately recalling information forces students to extract knowledge and examine what is known. Done frequently, the forgetting process is interrupted. (Willingham)

- This homework should support interleaving and spacing and not only test recently learned material.
- **Knowledge** should be reviewed and recalled to support memory through for example: *Low-stakes quizzes, flash-cards, self-explanation or elaborate interrogation*

Feedback should be given on quizzes by identifying and correcting common misconceptions
Homework setting and marking schedule

Every other homework should give students the opportunity to review prior learning through active recall activities (retrieval). Homework setting should therefore alternate between consolidation of current material through deliberate practice and retrieval activities.

#	Type		Assessment	Tracking/marking/feedback	Student response
1		Retrieval	Auto	SMHW gradebook/correct misconceptions	Record in retrieval tracker
2		Deliberate Practice	**Self**	Active marking*	Live improvements/redrafting
3		Retrieval	Auto	SMHW gradebook/correct misconceptions	Record in retrieval tracker
4		Deliberate Practice	**Peer**	Peer-feedback	Green pen peer feedback, swap back & improve
5		Retrieval	Auto	SMHW gradebook/correct misconceptions	Record in retrieval tracker
6		Deliberate Practice	**Teacher**	Formative feedback (WWW/EBI) + Effort grade (G4S) Check previous green box response for quality	Green box redraft/ improvement

*Active marking – Classwork/homework is marked using active marking – teacher circulates and checks completion of quality work by all students and targets those that are making poor progress generally.