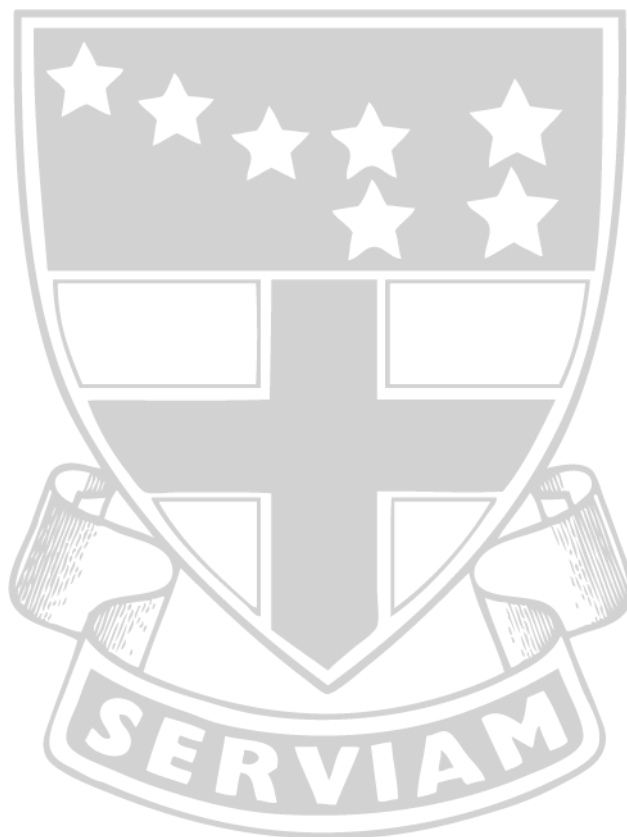


HOMework & MARKING POLICY



Date of Review: July 2022

Date of Next Review: July 2024

St Angela's Ursuline School

HOMework & MARKING POLICY

Homework rationale

Homework is an essential component of the learning process. The work set 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 at school.

At St Angela's we utilise Flipped learning as a form of pre-learning for lessons. Flipped learning (also known as prep work) is our main type of homework.

The main focus of 'high challenge for all' has been through flipped learning as a T&L initiative. Flipped learning means that activities that were traditionally done in the lesson are now completed at home. Students are introduced to the learning material before the lesson, which then means that lesson time can be used to deepen understanding through classroom activities.

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated. Flipped learning moves students away from passive learning and towards active learning where students engage in collaborative activity, peer learning and problem-based learning. Within this context, the role of the teacher shifts towards that of facilitator and coach by empowering students to take control of their own learning. The use of technology further enriches the flipped learning process and promotes skills that are essential for 21st-century learning.

Homework is checked by the subject teacher and any failure to complete the work to the required standard is communicated with parents.

Homework Routines

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.

Parents support these habits by:

- 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

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.

The logistics of homework setting

Homework is set by the individual class teacher on Google classroom. Students also record this in their individual planner. When no homework is set students record **‘no homework’** to evidence that they have no work set for that subject for that day.

Form tutors sign planners on a weekly basis in the school and monitor the amount of homework their tutees receive keeping the relevant Head of Year 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.

Roles & responsibilities

Role of the teacher	Role of the student	Role of Parent/carer
<ul style="list-style-type: none">● Set homework● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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.

Marking

Effective diagnostic marking is a key component of the education process. It is a way of acknowledging students' work, checking the outcomes and making decisions about what teachers and students 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?

Marking is one part of the feedback that students receive from their teachers. Feedback can be given using lots of different methods and we recognise that each has its own meaningful and valuable way of supporting students making progress. Teachers are encouraged to use a range of different feedback methods eg self assessment, peer assessment, whole class feedback, selecting the one which will enable the student to tackle subsequent work and secure further progress. Time is allocated within the lesson to review the marking and allow students the opportunity to respond to the feedback or seek further clarification. 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 how effective the feedback is can be seen in future work. Students themselves are a crucial part of the marking/assessment process. The best examples of marking include teacher marking and assessment and student peer marking or class marking.

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.

It is difficult to quantify how much marking a teacher should provide as students study subjects for various amounts and so the work completed both in school and at home also varies. The marking varies by age group and subject with various complexities. Typically subjects who see students more regularly will mark 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. Marking must always be a manageable balance for our teachers. The quality of marking 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. Quality is always more important than quantity. Excessive amounts of poorly designed tasks do not contribute to the learning process and can have detrimental effects on students' wellbeing.

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 Marking Policy

What is the Green Pen Policy?

All students are expected to check through their written work with a green pen before handing it in to their teacher for marking

What are students expected to check for

- Spelling mistakes
- Punctuation and Accuracy
- Clarity – how clear is your writing? Does it make sense when you read it back?
- Paragraphs – show where they are meant to be if you forgot to put them in.

Why should students use the green pen check?

- Students who check through their own work are showing teachers the skills that will take them to a higher level.

Colour of Marking Pens

- Blue /black - student
- A colour than that of the student that is not Green - teacher
- Green pen - checking & redrafting