



Redborne Upper School

Marking and Feedback Policy

This policy will be monitored annually by the Assistant Head responsible for Curriculum: Implementation (Nikki Brennan)

This policy will be evaluated and reviewed every three years by the pastoral committee and the senior leadership team.

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

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Date for Review: July 2025

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School acknowledgement

The governing body is committed to providing an education of the highest quality for all its students and recognises this work set outside of the classroom can support this. Homework and effective feedback have a significant impact on the progress of disadvantaged students.

The school will:

- ensure that this policy is consistently applied and clearly communicated to all parents and carers, students and staff
- ensure parents are informed about the work students are doing, with the aim of maintaining their involvement in the management of student's learning
- ensure all students have the same opportunities and there is not a situation where one teacher sets and marks work, allowing for increased progress and another teacher does not

Marking and Feedback Policy

1. Homework

1.1 Homework is defined as: tasks given to students by their teachers to be completed outside of usual lessons.

1.2 These tasks vary significantly, including but not limited to:

- home reading activities
- questions from textbooks
- worksheets
- research
- extended projects
- NEA tasks
- revision for tests/assessments
- attending clubs outside normal school hours
- rehearsals
- 'flipped learning' models (where students prepare at home for subsequent lessons)

1.3 Specifically what homework will be set is decided at a faculty and department level.

1.4 Additional homework tasks above and beyond can be set, it is for the teacher to decide what is a useful task. There is no expectation to mark additional work.

2. Effective homework

2.1 The quality of the task set is more important than the quantity of work required from the student. So, there is no need to set longer tasks that require burdensome marking.

2.2 There is some evidence that the impact of homework diminishes as the amount of time students spend on it increases.

2.3 Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.

2.4 To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.

2.5 All homework assignments are meaningful and it is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

2.6 Homework should not take a disproportionate amount of time and needs to involve some hard thinking.

2.7 Students who feel connected to the content learn more and are more motivated. Providing

students with choice in their assignments is one way to create ownership.

2.8 Students should feel able to complete homework and tasks may need to be differentiated. Homework that students cannot do without help is not good homework.

2.9 Limit the time students spend on a task, suggesting a cut-off point even if students have not completed everything.

2.10 The level of challenge needs considering, making sure students can succeed without too many demands and without needing specialist resources or having to ask a parent/carer for lots of help.

2.11 Some pupils may not have a quiet space for home learning – for our disadvantaged students, there is always a place at our study club. Please contact the Assistant Headteacher with responsibility for PP (Nikki Brennan) for more information on how to support students.

3. Frequency of setting homework

3.1 The frequency that work is set depends upon the age group of the student.

3.2 At KS5, the expectation is that students are working more independently. As well as any work set, students will be expected to complete 10th lesson tasks and complete additional work to support their studies. Teachers should typically set homework tasks at a frequency of 1 piece of work for every 5 hours of classroom time.

3.3 At KS4, students are assigned 1 piece of work for every 5 hours of classroom time.

3.4 At KS3, students are assigned 1 piece of work for every 6 hours of classroom time or once per half term, if you only teach a class for one lesson per week.

3.5 Where classes are shared, work will be set by an individual teacher on a pro-rata basis.

3.6 Key skills, ethical thinking and core PE are not required to set homework tasks.

4. Marking students' work

4.1 Marking should inform student progress and teacher planning. If it does not do either of these things it is not useful and should not be done.

4.2 The most important aspect of marking is to provide the student with feedback that allows them to make progress in their learning and improve as they continue to practise,

4.3 There is no expectation that student exercise books are marked.

4.4 It can be useful to give feedback on tasks done in class as you move around the class.

4.5 There is no requirement to mark all tasks that are set. However, it should be made clear when work is set, which pieces will be formally marked and which will be used to support general progress/skills development/lesson preparation.

4.6 One homework task should be set and marked with recorded feedback, showing a student how

to improve. This is once per half term for most subjects.

4.7 One homework task should be gone through in the lesson-as a whole class activity-affording students a second useful feedback opportunity.

5. Sanctions for students not completing set work

5.1 Where possible, sanctions for missed homework should be avoided. Students need to be encouraged to see the benefit of completing work.

5.2 BASE detentions should not be used for missed homeworks.

5.3 When homework is not submitted, an opportunity to complete it with an extended deadline, preferably in school, should be offered.

5.4 Contacting parents to discuss the barriers to non-completion can be very effective and is strongly encouraged.

5.5 If a student perpetually misses homework, the year team will support.