

Homework and Marking Policy

Primary person responsible for updates to this policy: Liz Elam

Job title: Principal

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

Homework and Marking Policy

It is college policy that all students are set weekly homework as an essential and positive part of their programme of study, and to encourage independent learning.

Purpose of Homework

- To provide meaningful tasks which allow students and teachers to assess academic progress and to raise students' levels of performance.
- To provide the opportunity to practice skills essential to the public exams.
- To stimulate a broader subject-interest and a range of skills through varied activities.
- To utilise resources external to the classroom environment.
- To provide a range learning opportunities and academic differentiation, e.g.:

By Task *assignments which offer 'tiered' tasks allowing students to work at their level while still achieving measurable, satisfying outcomes.*

By Outcome *open-ended assignments which allow a range of working levels.*

Learning opportunities *assignments which allow students to pick form a range of approaches to meet the assignment criteria.*

Homework Routine

A regular homework routine established by teachers helps students to improve their time management skills and to improve as independent learners.

- All students should be set tangible homework each week. Where possible teachers are encouraged to set and then collect work at the same point each week to help students plan their week.
- Year 11 students should be directed to record homework in their planners. Older year groups should be encouraged to do so as good practice.
- The amount of homework set will vary according to topic, time of year and other factors. Typical, total amounts should be:

Yr112 hours per subject per week

Yr123 hours per subject per week

Y134 hours per subject per week

IFP4 hours per strand per week

This figure includes reading and / or writing up class notes and other wider reading but the amount of study time will increase near examinations and during times of coursework completion

- Ideally, students should be given at least 3 days and no more than 7 days to complete homework. Longer pieces of work should be broken down into sections / drafts for regular inspection or marking.
- Well-structured homework assignments should be set for all holiday periods. Work should consolidate learning made during the term and offer the chance for extension. Coursework and exam revision are also highly suitable activities.
- Teachers & HoDs are responsible for managing the homework process. Students failing to complete work without good reason should be given 24-48 hours to produce it. If work is still not done then departmental enforced-study should be arranged. Homework slips are used to record the names of students who fail to bring homework.

Marking

Rigorous, detailed and constructive marking of homework is essential to provide students with the feedback they need to raise their performance levels.

- Work to be marked within 7 days (other than significant / final pieces of coursework).
- It is good practice that all homework is given an effort grade, (1-4, see below) and that most is given an attainment mark or grade (A-U).
- Attainment Grades should be, as far as is possible, in line with levels, descriptors etc use by the public examination,

A-level : A*, A, B, C, D, E & U

GCSE HT: 9-3

GCSE FT: 5-1

- Effort Grades should be awarded for:

Area	Green	Amber	Red
Punctuality Routine	95%+	90%+	Below 90%
Attendance Routine	95%+	90%+	Below 90%
Effort in Lessons Routine	Actively participating, bringing equipment, contributing to helping others, creating a positive learning environment.	Sometimes not meeting the requirements of a green level student as described.	Often not meeting the requirements of a green level student as described.
Homework Routine	All work handed in on time.	All work complete but some handed in late.	Homework missing.

Quality of homework (rigour)	Fully attempted and complete with lots of detail.	Occasional gaps or incomplete work or minimal detail.	Very poorly attempted with many gaps and careless mistakes.
Reflection	Consistent evidence that the student is developing as a self-regulated learner by using feedback to plan future learning etc	Evidence that Students are using feedback to improve work and make corrections	No evidence that students are responding to feedback to improve their work.
Responsibility for independent study	Listening to and following advice. Asking questions. Independent research and reading. Completing additional tasks. Full personal responsibility.	Sometimes not meeting the requirements of a green level student as described.	Often not meeting the requirements of a green level student as described.

Resilience is commented upon in the tutor and Head of Year comments

- Each 3- week period, at least one significant piece of homework should be set which reflects the skills and academic rigour of the public exams. This work should be graded for effort and attainment ***in line with public-exam grade levels.***

Common marking framework for English

All teachers may apply the following framework when marking written work:

Mark	Meaning
v or vertical line in the margin and write good	Good
vV or vertical line in the margin and write v.good/excellent	Very good/excellent
Squiggly underline; could add the following <i>Gr: grammar</i> <i>Exp: expression</i> <i>Inf: use of informal language</i>	Conceptual problem /Communication problem/Coherence is poor/Grammar is poor
Circle	Technical error – punctuation/tense
Circle and 'S' in the margin	Spelling
R	Repetition (vocabulary or phrases)
/	New sentence
//	New paragraph

Minimum standards for presentation:

- A4 lined paper (unless other format required)
- Paragraphs
- Basic punctuation and capital letters

- Neat handwriting

Mathematical errors

- Circle for missing units
- X if wrong

Whole College Marking Sheet (see end of policy)

Teachers use the cover sheet for written feedback on significant pieces of work a minimum of twice per term.

The sample marking sheet contains the elements that are essential to support the college approach to marking and contain criteria (e.g. the green, amber, red system, reference to the use of English) to give cross college consistency. Departments can adapt the sheet to meet the needs of their subject. The 4Rs should be referred to where appropriate.

Feedback

- All attainment and effort grades must be recorded in teacher registers on SIMS marksheets
- Written comments should be included in marking wherever possible to help students identify strengths & weaknesses and to improve their performance.
- Homework performance as a whole should form some part of subject reviews.
- Revision for tests is part of students' homework. It is good practice that some tangible evidence of this work is inspected, e.g. revision cards, summaries etc.
- Research & wider reading is often essential homework and should also be assessed through tangible evidence where possible.
- Coursework completed outside of the lesson is should be included in students' regular homework quota. It is good practice to review & comment on early drafts which students then re-work. This helps them to fully understand how to meet the required criteria.
- Homework should include some past-paper questions to prepare students for the public exams. This emphasis should be greater for students one retake courses.

Departmental Policy

HoDs are responsible for implementing a departmental policy, in line with this document, that provides a specific programme of homework assignments and assessment **suitable for their subject** - the exact nature and detail of homework will clearly vary from subject to subject.

Individual teacher input is also vital to tailor homework assignments and assessment to a teacher's own lessons.

The departmental policy should be illustrated by the departmental Schemes of Work and should include all aspects referred to above.

Coursework should be included in these Schemes and illustrated on a department Coursework Schedule.

Abbey College Manchester

Achieving Success Together

Department Marking Coversheet

Student:

Teacher:

Date:

Title of work:

	Green	Amber	Red	Overall mark/percentage/grade/level
Homework routine				
Quality of homework (rigour)				
Responsibility				

Strengths of this piece of work:

Comment on the use of English:

Areas for development:

Student feedback:

1. Do you understand all the feedback you have been given? Yes/No
2. What specific actions will you take to improve your next piece of work?