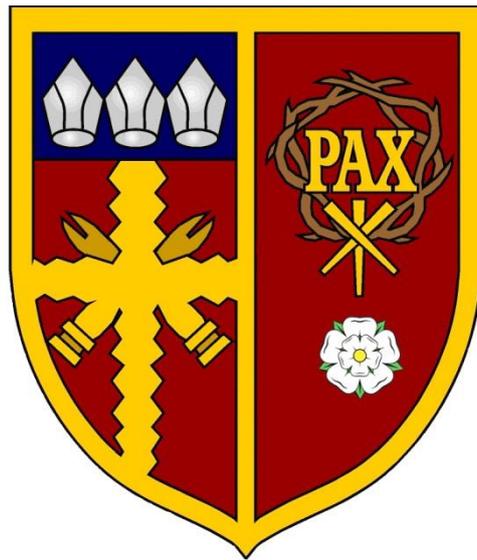


St. Benedict's Catholic High School



HOMEWORK, MARKING AND ASSESSMENT POLICY

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I. KEY STAGES 3 AND 4 (Years 7-11)

Purpose of homework

Homework should be set as an aid to the learning process. It should serve one or more of the following functions:

- to develop habits of personal organisation, independent learning, resilience and resourcefulness;
- to consolidate and build on classwork by means of extension exercises, practice tasks or revision;
- to prepare for lessons through research, note-taking or guided learning from books and other appropriate sources;
- to develop skills, both those of general academic benefit and specific to examination demands;
- to extend the range of available resources e.g. using books and information at home, using the internet, accessing information in libraries, and asking other people;
- to provide parents with an insight into their child's learning, reaffirming their role as partners and strengthening triangle of communication.

Nature of tasks

A wide range of tasks may be given depending on the subject being studied, but all homework, with the exception of PE/ Music/ DT at KS3, should normally contain a substantial written element.

Examples of possible tasks set may include:

- Research, collection and presentation of information
- Guided learning and active revising
- Extension of classwork activities
- Problem solving
- Reading set texts
- Electronic assignments

Frequency and Amount

Homework MUST be set in accordance with the published homework timetable. Year 7 and 8 students will normally have two subjects per night, with 3 subjects as the norm for those in Year 9 and those pupils in Year 11 following GCSE courses. Homework should be set for submission at the next appropriate lesson.

It is impossible to specify precisely how long students should spend on their homework but remember that excessive homework is usually counter-productive. Each homework subject is expected to take students approximately 30 minutes to complete in Years 7 and 8, 40 minutes in Year 9 and 45 minutes in Years 10 and 11.

It is the parents' prerogative to decide when their child has completed sufficient work for one evening and parental messages to that effect should be accepted, the Head of Pastoral Care should be informed if this becomes a regular occurrence.

Consideration will be given for family and/or other circumstances (e.g. BESD/ SEN needs) which may require a degree of flexibility in submission.

Administration and monitoring of homework

In Years 7-11 students will record all homework set in their student planner. These will be signed by parents weekly and should be checked and signed on a regular basis by form tutors. Members of the Senior Leadership Team will check students' planners as part of the monitoring of students' exercise books/work.

All staff should ensure that all homework is clearly entered by the pupil into the pupil planner.

Where homework has not reached the required standard, students should be asked to re-submit it.

Non-production of homework will be subject to the follow-up procedures contained in the Behaviour For Learning Policy.

Genuine difficulties will be addressed initially by subject teachers but this may be supplemented by attendances at a lunchtime or after school session.

All communications received from parents regarding homework should be passed to the relevant teacher(s) and Head of Department.

If a student planner is lost, defaced or damaged, the student/parent is expected to pay for a new one (approximate cost is £4.00).

Submission

Completed homework must be submitted on time unless there are extenuating circumstances which need to be conveyed to the relevant teacher at the earliest opportunity.

Marking, assessment and grading

Staff should think of marking as a dialogue between teacher and the student with the aim of improving the student's work. Comments should be legible and easily understood.

While the purpose of marking varies according to the nature of work set, it may serve one or more of the following functions:

- to ensure that work has been completed according to instructions;
- to ensure the student has understood the work and to correct errors and misunderstandings;
- to enable student progress through good quality formative feedback
- to assess the student's level of achievement;
- to encourage and reinforce effective effort, progress and attainment.

In core subjects students' work will be assessed by the class teacher or LA at least once every 2 weeks. In foundation subjects, students' work will be assessed by the class teacher or LA at least twice every half term.

Students work will be given an effort grade whereby:

- o A – Above expectation
- o B – Meets expectation
- o C – Below expectation

Key assessed pieces of work will be given a 'working towards' grade based on the GCSE/ SOW Attainment descriptors for the subject, from 1 to 9 (9 being the highest)

Not all work needs to be marked in detail. Checking that it is complete and setting a target where appropriate may be sufficient.

Spelling, punctuation and grammar should be corrected in line with the school literacy policy. Not every error needs to be corrected in every piece of work, but particular emphasis will be placed on subject specific key words.

Marking should be formative and comment-based. Comments should specify what is good about a piece of work and make suggestions about how the student can make progress. A grade for effort and attainment may be used where appropriate and dependent upon the nature of the task set. Solely using grades or marks, without the effort grade, may be given at the discretion of the teacher where this is appropriate (in a test, for example) or where this is likely to enhance student learning and progress (when students at GCSE tackle exam-style questions, for example).

Staff should mark work regularly with the following best practice in mind:

- Effective formative comments are specific about what is good about the work and make specific suggestions for improvements.
- It is essential to give students the opportunity during a lesson to read and absorb the feedback comments.
- Students are more likely to take notice of comments if they are asked to respond or take action in some way. For example, they may transfer advice to a target sheet in their book or answer a question or simply write back to the teacher.
- The information gained from marking/assessment should be used together with other information to adjust future teaching plans.

Peer marking can, from time to time, be an effective learning tool, but should never form more than a very small proportion of student's assessed work.

Frequency and speed of return of marking

Marking should be returned as quickly as possible and sufficiently swiftly to enable students to apply any necessary correction to subsequent tasks. In most cases it will need to be marked ready for handing back in the next appropriate lesson with appropriate individual feedback. Marks/

Assessments must be updated regularly and stored in a central location by the class teacher, this can be in a mark book or electronically.

Monitoring and Evaluation of the Policy

HODs and SLT will carry out book trawls, covering all year groups throughout the course of the year as part of the self-evaluation cycle. These are intended to ensure students are making appropriate progress and that the policy is being implemented consistently within departments.

Departments should moderate/ standardise their marking as part of departmental meetings and take the opportunity of sharing best practice.

Parental involvement

We welcome the support parents can give in encouraging and enhancing their child's learning and recognise that it is important to have a balance in life and that time spent visiting places of interest, taking part in sport, talking, exploring ideas and having fun together all enhance learning.

Presentation of work

It is important that all students take a pride in their work and present it accordingly. Untidy presentation is often an indication of lack of care and poor content.

All written work should be completed in blue or black ink or biro. Mistakes are to be neatly crossed through and re-written or removed with an ink eraser. Tippex must not be used.

All diagrams should be completed neatly in pencil and labelled in pen.

All exercise books must be clearly marked with name, form and subject on the front and must have no other decoration applied.

All pieces of work done must:

- have a title, underlined with a ruler, at the top of the page
- have a date underlined
- have a left-hand margin for question numbers only
- have any errors crossed out with single horizontal line
- be neat, tidy and thorough
- have no rough work or graffiti on front and back inside covers of exercise books, as these are used for target setting
- information/work sourced from the internet should not be simply copied and pasted (unless directed to do so), to avoid plagiarism.

(Revised October 2016)