

Feedback, Marking and Homework

Introduction

The College believes in the impact on pupil progress of strong responses to formative feedback. Immediate and interactive feedback is a routine of teaching and learning. The marking guidance below sets out our common expectations across ages and subject disciplines. Further age appropriate and subject appropriate marking and feedback conventions and expectations are encouraged within the framework outlined here.

Feedback and Marking

The feedback format below is used regularly in relation to classwork and homework:

WWW (What Went Well). This is a specific recognition of an aspect of subject understanding, progress, learning approach or intellectual skill that has been demonstrated with strength.

EBI (Even Better If): This is feedback that identifies a specific aspect of approach, knowledge, or skill that should be developed in the next appropriate task undertaken in order to promote progress.

SDC (Student Development Challenge): This is feedback that requires a pupil to undertake a specific follow up action in response to the work marked in order to secure immediate progression. Pupils are encouraged to undertake their SDCs in a different coloured pen to support teachers checking their impact.

Typically, pupils will receive a WWW, and either an EBI or an SDC, or occasionally both. This format is used as frequently as possible and at least once every half term in all subject areas and for all year groups, with or without an associated mark. Teachers are expected to tailor formative feedback to each individual child's needs to maximise the impact of it.

Pupil response to feedback, including marking, informs the awarding of Learning Scores.

Conventions for supporting literacy and numeracy development via marking and feedback are outlined in our Literacy and Numeracy Policy.

EYFS Feedback Specifics

Immediate feedback is given during focused tasks and teachers record pupil progress or next steps in their tracking documents. In addition, Reception books are marked as IW for independent work, when needed, and left without comment if children are supported.

Junior School Feedback Specifics

In the Junior School, feedback occurs at one of four common stages in the learning process:

- Immediate Feedback – at the point of teaching – (usually verbally from teacher or peer).
- Summary Feedback – at the end of a lesson/activity (usually verbally from teacher or peer).
- Next lesson 'Feedforward' – further teaching enabling the pupils to identify and improve for themselves areas of development identified by the teacher upon review of work after a previous lesson had finished.
- Summative feedback – tasks planned to give teachers definitive feedback about whether a pupil has securely mastered the material under study.

In Years 3-6, pupils are given the opportunity to respond to feedback in a dedicated 'Response to Feedback' session, where children can read through and give a written response to feedback given.

In the Junior School, marking codes WWW and EBI may be replaced with green highlighter and pink highlighter respectively, in order to give pupils a visual aid to the achievements in their work and areas for development.

Senior School Marking Specifics

In the Senior School there are parameters for the awarding of marks for attainment designed to support pupil understanding and ownership of their own progress and achievement.

Grades 9-1 and A*-U are reserved for common assessment tasks (such as end of year Examinations) that can either be moderated to indicate likely future GCSE or A Level attainment, or are marked using actual GCSE or A Level marking criteria. Departments may decide on their own most appropriate marking criteria outside of these times, but the avoidance of 9-1 and A*-U as a routine is designed to ensure pupil, parent and teacher understanding of progress and expectations in relation to public examination outcomes is clear.

Homework

Appropriate homework is set across all ages. Its purposes include:

1. To provide an opportunity for pupils to consolidate and develop their understanding of lesson work, and for teachers to check this.
2. To provide an opportunity for pupils to demonstrate understanding and misunderstandings of lesson work, and for teachers to respond to this.
3. To provide an opportunity for teachers to provide differentiated, personalized and formative feedback in response to pupil understanding or misunderstandings of lesson work.
4. To provide an opportunity for pupils to prepare materials that will enhance the pace and nature of learning in a subsequent lesson.
5. To enrich the taught curriculum by providing an opportunity for curious pupils to go beyond the curriculum.
6. To promote independent study skills, organization, and self-discipline.

Junior School Homework Specifics

EYFS: In Nursery and Reception, pupils have an ‘All About Me’ book, which celebrates their learning and experiences at home. They will share these with the class and their friends. This is sent between home and school on a weekly basis and is non-compulsory, but encouraged.

In Reception, the children are given a reading book every other day. The expectation is that the children will read or share a book at home every day and that parents will record that they have done this in their Reading Record.

EYFS	Homework (compulsory)	Enrichment Opportunities (non-compulsory)
	Daily reading (10 minutes)	Weekly completion of <i>All About Me</i> book

Key Stage 1: In Years 1 and 2 pupils are expected to read with an adult for 10 minutes per day. This should be recorded in a pupil’s Reading Record. The children have weekly spellings to learn and they are given a weekly handwriting activity. They are also asked to complete weekly mental arithmetic in their allocated Schofield & Sims books. Pupils are encouraged to engage in the IPC enrichment activities set out by the teacher at the start of each topic, but this is not compulsory.

Key Stage 1	Homework (compulsory)	Enrichment Opportunities (non-compulsory)
	Daily reading (10 mins minimum)	IPC enrichment activities for each topic
	Weekly Spellings	
	Weekly Handwriting	
	Weekly Mental Arithmetic	

Key Stage 2: For English homework, pupils in Years 3 to 6 are expected to read with an adult or on their own for a minimum of 15 minutes per day and this should be recorded by the pupil or parent in their reading record, located in the Pupil Planner. Pupils are also expected to learn a spelling pattern that has been taught in lessons. Alongside this, they are given a weekly English homework from their English text book and this will either be in the form of comprehension, punctuation and grammar exercises or writing homework (this is given twice a week in Years 5 and 6). In mathematics, pupils are given mental arithmetic homework from their allocated Schofield & Sims book. They must also complete a weekly homework activity on Mathematics or by hand, linked to the learning taking place in class. Pupils are encouraged to engage in the IPC enrichment activities set out by the form teacher at the start of each topic, as well as the enrichment activities set out by the specialist teachers.

Key Stage 2	Homework (compulsory)	Enrichment Opportunities (non-compulsory)
	Daily reading (15 mins minimum)	IPC enrichment activities for each topic
	Weekly Spellings	Art Enrichment Activities
	Weekly English (x 2 for Years 5 & 6)	ICT Enrichment Activities
	Weekly Mental Arithmetic	MFL Enrichment Activities
	Weekly Maths	Music Enrichment Activities

Senior School Homework Specifics

All homework is explained in class to pupils and then also explained and posted on Firefly. Where helpful pupils may also use planners to record their homework. Homework does not need to be identical for all pupils, and the pupils are advised of these timings and frequency.

	Advised duration per homework	Expected Frequency
Lower School	30 mins	Subjects with 2-3 lessons a fortnight set homework once per fortnight. Subjects with more, set once per week.
Middle School	40 mins	Subjects with 2-3 lessons a fortnight set homework once per fortnight. Subjects with more, set once per week.
Sixth Form	4-5 hrs a week per subject	Frequency is at the Department's discretion.

In the Lower and Middle School, Modern Languages also set a shorter task weekly alternating between vocab/grammar learning and another task.

As a routine, but not necessarily linked to every homework, is the setting of an optional extra enrichment task that challenges or extends learning beyond the requirements of the compulsory task. This is designed to encourage and support curiosity, ambition and interest in pupils' independent learning.

Pupil engagement with homework and enrichment opportunities associated with it informs the awarding of Learning Scores.

Senior School Homework Timetables

Homework timetables are shared with pupils and parents. Timetables allow at least two days or a weekend before work set is due to be collected. Setting dates are devised by teaching staff and their balanced distribution across the fortnightly timetable is ensured by the Assistant Head (Curriculum).

In recognition and support of the fact that pupils' commitments and home lives outside of school are diverse, the College does not seek to dictate when each homework is to be completed. Instead, tutors use information about setting and submission to support pupils in their own planning and organisation of a schedule for managing their own homework. This process is undertaken with pupils in Years 7-11 at the start of Michaelmas Term. The outcome is pupil ownership of a personalised homework timetable. For Years 7-9 copies of this personalised timetable are shared with Tutors to support review of pupil organisation. In Years 10-11, and to reflect growing ownership of study, Tutors will review and intervene when any pupil's timetable is not proving an effective strategy for managing work.

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