

SAMWORTH
CHURCH
ACADEMY



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

Feedback, Assessment and Homework Policy

Policy:	Feedback, Assessment and Homework
Reviewers:	AAB/Local Governing Body
Approved by:	Local Governing Body
Date:	14 th May 2024
Review cycle:	2 Years

VERSION CONTROL		
DATE	AUTHOR	CHANGES
25/07/22	IJA	A new policy to replace the existing Feedback and Marking and Homework policies.
18/4/24	KMR	Explicit reference to DiN tasks being part of adaptive teaching. (2.7). Quizzes added to 3.2. Bromcom replaces Satchel One throughout policy. Section 4- removed references to formal homework reviews by Team Leaders and inserted references to exec line management and Team Leader Quality Assurance. Marking of homework noted in section 5 changed to 'feedback'. Appendix one- formal homework review removed to be replaced by exec line management and team leader quality assurance.

Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

1. Rationale

1.1 The reason we give feedback to our students is so that they can receive individual, personalised responses to the work they produce and this can then drive forward the progress of each student in our academy and help them to become the best they can be.

Implementation of this policy will come through staff providing students with clear, individual, tailored feedback and, importantly, ample time to respond. This ensures students have the opportunity to drive forward their progress and respond to feedback given. The impact of this policy can be shown through the progress made by students during each lesson, over a series of lessons and throughout their time at the academy.

1.2 Specifically, the feedback provided will be:

- i. Constructive, individual feedback should be given regularly with opportunities for students to improve. Teachers should be intent on providing feedback that specifically targets the learning gaps students have, whether they be related to the task set or subject in general.
- ii. Feedback that should enable students to become reflective learners and help them to 'close the gap' between current and desired performance, including sufficient opportunities to respond to teacher feedback.
- iii. Feedback should help teachers to 'personalise' learning and ensure that individual needs are met.

1.3 Homework is work that is set to be done outside the timetabled curriculum without direct staff supervision. Homework does not necessarily have to be completed at home. Some students may prefer – for a number of reasons – to complete their tasks during free time before, during or at the end of the day in the Academy. The rationale for the setting of homework is that it should enhance student learning, raise achievement, and develop independent study skills and help students to know and remember more. It should form a central component of the curriculum in all subject areas and be given a high profile by teaching staff.

2. Feedback linked to lessons

2.1 Constructive, individual feedback should be given regularly with opportunities for students to improve. All teachers will plan for opportunities to provide this feedback to the students. It is imperative that students are provided with ample supported opportunities to improve upon their work in green pen, regardless of the type of feedback given. This should take the form of a direct task that students respond to, and work towards.

2.2 Teachers are encouraged to provide opportunities for self and peer assessment within their lessons, but this **does not** replace the feedback given to each student by teachers. Students should complete self/peer assessment in green pen as a means of encouraging greater responsibility for their comments.

2.3 In accordance with the behaviour policy, students should be held accountable for their own progress and so sanctions may need to be issued **where appropriate** if a student does not produce an:

- i. acceptable amount of work
- ii. acceptable quality of work
- iii. acceptably presented piece of work. This includes missing two or more presentation points from their work (see 2.4)

Teachers should be proactive to ensure students meet these criteria and, should intervene where necessary to encourage students to make the correct choices during lesson rather than issuing a sanction after the lesson.

2.4 Presentation should be neat, and all students should have pride in their work by adhering to the presentation guidelines below.

Students should:

- Write in blue or black pen
- Use a ruler to draw lines and rule off
- Draw a line through mistakes
- Underline the date and title
- Draw in pencil

If a student fails to meet any of the above presentation points, then teachers should write a P in a circle next to the presentation issue.

If a student graffiti's in their book, then they should be issued with an appropriate sanction and rewrite their book.

2.5 Marking for whole school literacy

It is essential to develop a consistent approach to the assessment of literacy and in doing so improve the technical accuracy of students' writing to raise attainment across the curriculum.

All teaching staff will:

- i. Identify common literacy errors in students' work. These may include errors in spelling, punctuation, and grammar as appropriate to the needs of the subject and the ability of the student.
- ii. In written marking, use relevant and Academy wide codes to indicate errors;
Sp – Spelling
C – Capital letters
P – Punctuation
// - Paragraphs
? – doesn't make sense
- iii. Provide students with supported opportunities to self-correct, redraft, or act upon literacy comments as part of the feedback process.
- iv. Teachers will receive support from the English Team wherever necessary. Please see Literacy Support Document for guidance on common literacy errors.

2.6 Feedback on homework

All students should receive high quality feedback on the homework they produce which should always be marked. This is to be provided to the students in a prompt and timely manner and designed to move forward the progress of students. Feedback on homework should be in line with the rest of the feedback outlined in this policy.

2.7 Tailoring of Do it Now Knowledge Retrieval Tasks

Teachers will adapt their knowledge retrieval questions for the Do it Now tasks in line with their assessment in order to address common misconceptions and support retention of relevant knowledge. The Do it Now task should take place at the start of the lesson to reassure teachers that students understand the key knowledge required for success in that lesson and beyond.

3. Homework

3.1 Aims of homework

Homework enables students to:

- Consolidate and extend work covered in lessons or prepare for new learning activities.
- Provide stretch and challenge from classwork.
- Have an opportunity for independent work.
- Reinforce skills and understanding.
- Develop research and study skills e.g. planning, time management and self-discipline.
- Take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Help students to know and remember more.

3.2 Content

Homework tasks should be achievable for each student and offer the appropriate level of challenge and support. Tasks may be prescriptive or open-ended depending on the context in which they are set and the outcomes which are expected and should always be linked to lessons.

Typical tasks might include:

- Research
- Consolidation of classwork
- Practice – learning by doing
- Preparation/planning for Controlled Assessments
- Completion of exam style questions
- Reading
- Interviews
- Drawings
- Use of ICT
- Quizzes

3.3 Regularity of homework

Years 7-11 Students will be set homework at least once per every 4 lessons taught for all subjects. Years 12 & 13 Students will be set homework at least twice per every 5 lessons taught for all subjects.

3.4 How will homework be set

Homework will be set verbally in class by class teachers. All homework will then be added to the Bromcom site for The Samworth Church Academy. This website allows parents and students to see what homework has been set for their child, accompanying instructions and advice, links to supporting documents (e.g. video clips), and when the homework is due in. Some teachers may allow students to submit their homework electronically through the Bromcom site and may also choose to share feedback electronically.

Staff, Students and Parents can access the website by using the links on the Academy web site and the staff intranet. There is a free app for parents, students and teachers that can be

downloaded via Apple App store and Google Play stores. The app allows users to access their homework on a variety of mobile devices.

4. Monitoring and Quality Assurance of feedback expectations

In exec line management, executive line managers and team leaders will discuss the use of homework, will conduct joint learning walks and book reviews to ascertain the effectiveness of homework being set with strengths and improvements required. This will be logged on the Team Leader Quality Assurance sheet and addressed by the Team Leader in team meetings, and with individuals as necessary.

Team Leaders will provide support through feedback to the whole department during team time with strengths praised, good practise shared, and weaknesses addressed anonymously. If weaknesses are persistently identified, as a result of Team Leader Quality Assurance, individuals will be supported by the Team Leader. If feedback or homework is still inconsistent with this policy, there is a need for CPD on what good feedback or homework looks like.

Training will be delivered by appropriate members of staff as part of the whole-school CPD program on a regular basis to ensure consistency.

Once per half term Year Group Recovery Leads will lead a work scrutiny for a key group of students as identified by the Academy Development Plan. This review will identify:

- i. Strengths and development points of the quality of students work in each team
- ii. Strengths and development points of the quantity of students work in each team
- iii. Strengths and development points of the presentation of students work in each team
- iv. Strengths and development points of the feedback given in each team
- v. Strengths and development points of the setting and marking of homework

These reviews will then be shared with Team Leaders with appropriate action taken to improve upon any development points and strengths shared within teams to allow for the sharing of good practise.

5. Roles and responsibilities

Students

- Listen to/read all feedback carefully
- Ensure all feedback is engaged with and responded to in green pen
- Complete all feedback tasks to the best of their ability
- Listen carefully to homework instructions
- Check Bromcom to monitor the homework being set
- Ensure all homework is completed and handed in on time
- Complete all homework to the best of their ability
- Inform the teacher of any difficulties/extra support needed

Parents

- Endeavour to provide an appropriate working environment/resources
- Reinforce with students the importance of homework and the academy's expectations
- Check Bromcom to monitor the homework being set
- Monitor the completion and quality of homework completed
- Offer praise and encouragement wherever possible

Teachers

- Provide regular, tailored, individual feedback to all students that is designed to drive forward the progress of the students
- Ensure the feedback given allows for a direct task-based activity for the students to respond to
- Plan opportunities during a lesson to provide students with ample time to respond to feedback in green pen
- Provide guidance and support as necessary when students are responding to feedback or completing homework
- Provide detailed and clear instructions when setting homework
- Add homework tasks to Bromcom
- Ensure that all homework is marked and feedback given to students.
- Set deadlines for completed work and ensure that these are met
- Mark and return homework promptly in line with this policy
- Mark for whole school literacy as outlined in 2.5
- Provide praise as necessary in line with the academy rewards strategies
- Issue sanctions where necessary for failure to meet expectations

Team Leaders

- Ensure the provision of feedback is fully integrated into the curriculum
- Ensure homework is fully integrated into the curriculum
- Monitor the feedback and homework given within the team through half termly formal feedback and homework reviews
- Support the team by providing anonymous whole team feedback during team time
- Support members of the team that are still struggling by providing individual feedback if these issues aren't corrected by the next formal feedback and homework review
- Recommend teachers for appropriate CPD where necessary
- Monitor the setting of homework to ensure that it is in accordance with this policy
- Monitor the quality of homework produced by students

Executive Team Members

- To oversee Bromcom and its usage within the academy
- To connect teachers with correct CPD opportunities where needed
- To oversee the academy feedback, assessment, and homework policy and its application in the academy
- To provide necessary information for students, parents, and teachers
- To monitor and evaluate the feedback, assessment, and homework policy on an annual basis