



Homework, Marking and Feedback Policy (Senior School)

Rationale

At EHS Homework is an integral part of the school's curriculum. Homework allows teachers to gain an understanding of each pupil's progress, as well as offering an opportunity to give both praise and constructive comment about areas for improvement. Through homework feedback and marked work we hope to motivate and support pupils and provide them with clear, constructive advice as to how to progress. In setting homework we also aim to encourage pupils to take a responsible and conscientious attitude to their own work and study and foster interdependent learning.

Objectives

In setting homework we aim to:

- enable teachers to assess pupils' work regularly and thoroughly monitor progress, set targets, and plan subsequent lessons to consolidate and extend the pupil's knowledge and understanding.
- offer appropriate challenges based on the reinforcement, consolidation and extension of work done in lessons.
- give pupils regular feedback, both orally and through accurate marking, recognising both strengths and areas for improvement.
- encourage pupils to undertake independent learning at home as an essential part of their education, developing good organisational skills, such as time-management, prioritising and meeting deadlines.

Success Criteria

An effective Homework policy will succeed in meeting these objectives through:

- Outlining homework time allocations for each Key Stage; this will help pupils to manage their time and enable involvement in co-curricular activities.
- Ensuring that pupils understand the purpose of and feedback from homework.
- Ensuring that clear, constructive, next steps feedback is given.
- Ensuring that teachers keep clear records of their marking.
- Ensuring that appropriate rewards and sanctions are given following both completion and non-completion of homework.

Methodology

1. Implementation

The time allocation of homework increases as pupils move through the school in line with the time allocations given in this policy (see Appendix 1- time allocation). The Deputy Head Pastoral compiles the KS3 homework timetable based on the time allocations given. These are shared with students. Heads of Department are responsible for ensuring that all members of the department set and mark meaningful homework in line with this policy. They should

write a departmental marking policy and ensure that teachers use this to mark to the same standard within the subject area.

In setting homework, teachers are sensitive to the needs of pupils' and differentiate accordingly. The time allocation is devised in such a way as to be manageable by all pupils. It is recognised that pupils of differing abilities will not all complete the same volume of work in the allocated time. It is good practice for homework tasks to be differentiated and to include a challenge question at the end or guidance towards an independent learning opportunity (see Appendix 2 – Homework Strategy)

Teachers ensure that pupils recognise the benefit and purpose of homework. Pupils should understand how their work is assessed and marking schemes should be stuck into all pupils' exercise books. Next steps feedback should be given to all pupils either to improve the completed work or to extend their knowledge beyond it. Staff should ensure that pupils are engaging with the feedback given.

Pupils should be actively involved in monitoring their own progress and performance, e.g. through the use of target setting and responding to comments and feedback. (See Appendix 3 – student expectations). Homework marks and assessment should be recorded in an appropriate way, using a departmentally agreed policy, in order to monitor pupil progress and to inform reporting. When marking work, teachers should be aware of previous pupil feedback and targets in order to avoid pupils continuing to make the same mistakes.

Parental support through enabling pupils time and space for quiet uninterrupted study is encouraged. Communication with parents regarding late/missed homework submission is undertaken via iSAMs.

2. Monitoring

It is the responsibility of the Headmistress and Deputy Head to ensure that the implementation of the policy is consistently maintained through:

- Reviewing the efficacy of feedback, and, pupil engagement with feedback, as part of Work Scrutiny;
- Monitoring of the homework policy (Pupil Voice/ Teacher Voice) will be undertaken by the Director of Teaching and Learning.
- The requirement for Heads of Department to:
 - ensure that teachers mark to the same standard within the subject area, according to the department mark scheme.
 - when observing lessons, check that the Homework Policy is being implemented effectively.
 - review the efficacy of feedback, and, pupil engagement with feedback, as part of departmental work scrutiny.
 - seek pupil feedback about homework matters through regular completion of pupil questionnaires.
 - monitor the quality and attainment levels of pupils' homework.
- The requirement for Form Tutors to:
 - maintain an overview by information provided by ISAMs
 - discuss work with pupils who miss deadlines offering advice and warnings.
- The requirement for Heads of Year to:
 - liaise with Deputy Head Pastoral, as necessary, regarding behaviour and organisational concerns.
 - communicate with parents over more serious problems relating to homework and work habits.
 - communicate with Heads of Department. Where sanctions are necessary, the Head of Department is the first point of contact for concerns regarding the non-completion of homework.

Evaluation and Review

It is our policy to regularly evaluate the impact of homework and marking and feedback on pupils through consultation with teaching staff and pupils. It is also the responsibility of the academic team to monitor educational research, debate and innovation in the area of homework and feedback in order to evaluate current Edgbaston High School practice. The policy is reviewed every two years by the Deputy Head Academic.

Linked Policy

Assessment Policy

Signed by the Headmistress:

CAMarco

Approved by the Governing Body:

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The Governing Body

Date:

8/1/24

Review Date: January 2026

Appendix 1



Homework at EHS

At EHS, our curriculum is designed to maximise a pupil's academic progress, encourage their skill and character development and enhance their overall wellbeing. Studying outside of school offers pupils the opportunity to develop in these areas, to receive feedback on their progress so far and to extend themselves to reach their potential across all areas of the curriculum. In setting homework and independent study, we aim to encourage pupils to take a responsible and conscientious attitude to their own progress which is a critical skill in preparing for a successful and fulfilling education.

Homework at EHS: The Pupil Perspective

All homework tasks are set to meaningfully develop pupils academically and to push pupils to achieve their potential. For this reason, all pupils should:

- Listen carefully to homework instructions given in class, record tasks in their planner and use SatchelOne to plan and complete all homework on time and to a high standard.
- Attempt all work independently (unless set otherwise) and try their hardest.
- Inform the class teacher of any difficulties they may have in completing the task.
- Act on feedback received from their class teacher.

Key Stage 3

At KS3, our goal is for all pupils to develop effective independent work strategies to ensure they are setting themselves up for success as they progress through the senior school.

Years 7 & 8 In years 7 and 8, pupils can be set **up to 60 minutes of homework each night**. Each subject can set a 20 minute homework each week as directed by the Head of Department. This homework will vary in style between review of work completed in lessons, preparation for an in-class assessment, or a more formal piece of homework. Year 7 pupils will also be expected to work towards an academic project as part of the Cognito course at EHS which will run over the whole year and is presented at the 'Cognito Conference' in the Autumn Term of Year 8.

Year 9 Pupils can be set **up to 90 minutes of homework each night**. Each subject can set a 30 minute homework each week as directed by the Head of Department. The increase in time from years 7 and 8 is to help to prepare for pupils for the increase in expected study as they transition to KS4 in year 10.

Extend, Enrich, Enjoy Alongside homework, which is set by class teachers, each department contributes to the EHS Extend, Enrich, Enjoy programme which offers additional tasks and learning material to stretch and challenge pupils beyond the curriculum.

In addition to this, pupils are expected to read regularly and engage in extra-curricular activities which work towards their academic progress, skill and character development, and enhance their wellbeing.

Key Stage 4

At KS4, there is a clear transition to higher order skills (analysis, application, evaluation) and exam technique. Set tasks will reflect this, and pupils are expected to take responsibility for their progress and academic development by responding to the feedback they receive carefully, and taking advantage of the academic support and extension opportunities which are available to them within school.

Year 10 Pupils are set **up to 90 minutes of homework each week for English and Mathematics** and **up to 60 minutes of homework each week for all other GCSE subject areas.**

This provides a maximum of 10 hours of assigned homework each week and in addition to this, we encourage all pupils to engage in extra-curricular activities which work towards their academic progress, skill and character development and enhance their wellbeing.

As pupils embark on their GCSE courses, it is essential that pupils take responsibility for their academic progress, adopt conscientious independent work practices and focus on challenging themselves to achieve their potential across all of their subjects.

Year 11 Pupils are set **up to 90 minutes of homework each week for English and Mathematics** and **up to 70 minutes of homework each week for all other GCSE subject areas.**

This provides a maximum of eleven hours and ten minutes of assigned homework each week and in addition to this, we encourage all pupils to engage in extra-curricular activities which work towards their academic progress, skill and character development and enhance their wellbeing.

In year 11, it is essential for pupils to plan their time wisely, ensuring that they use their independent study time to develop in the areas which are most needed and push themselves in their preparation for their GCSE examinations at the end of the year.

Homework in the Sixth Form

In the Sixth Form, pupils benefit from timetabled study periods as part of their curriculum. Pupils should endeavour to use these effectively within school which will ensure that they can meet the expectations below, whilst also ensuring they have time for rest and recreation beyond their A level studies.

On Wednesday afternoons, Sixth Form pupils have timetabled enrichment time which enables them to select an activity to help in their skill and character development as well as focusing on their personal wellbeing.

- Year 12** Pupils should spend a **minimum of 4 hours per subject each week**. This will be made up of a combination of set work by class teachers and independent study reviewing and preparing for each lesson.
- Year 13** Pupils should spend a **minimum of 5 hours per subject each week**. This will be made up of a combination of set work by class teachers and independent study reviewing and preparing for each lesson.

Homework at EHS – Department Perspective

Heads of Department should lead their departments to develop an appropriate and effective homework strategy which meets the needs within their subject area whilst adhering to our homework policy.

Homework can be used for pupils to review work from the lesson, prepare for future lessons or extend their understanding of the course. Alternatively, departments can use the time to set more formal pieces of homework or a piece of work which may be set over several weeks.

It is the class teacher's responsibility to ensure that guidelines for homework and independent study time are clear and available to every student. Best practice will ensure that every pupil is able to explain how they use their homework time and why they are completing a certain task.

It is the Head of Department's responsibility to ensure that within their department, pupils receive timely and appropriate feedback through regularly marked work. They should also ensure that support and extension tasks are available for each part of the GCSE course that they oversee.