

HOMEWORK AND STANDARDS OF WORK POLICY

(a) Homework

1. Homework is an essential and central part of the educational process.
2. Its aims are to enable teachers:
 - to monitor the pupils' understanding of what has been learned in class; and enable pupils;
 - to consolidate at home the work done in class;
 - to practise on their own skills learnt in class;
 - to judge and monitor their own progress, and correct areas of weakness;
 - to develop the self-discipline and self-confidence which stems from the consciousness of being in control of their own learning;
 - to develop the ability to organise their own work and study independently.
3. Homework should arise out of, or be closely related to, work done in class. It should have a specific learning purpose apparent to the pupil.
4. The standard demanded in the completion of each piece of homework, including that of presentation, should be clear to all pupils.
5. Homework should be set and checked promptly and regularly. Learning homeworks should be tested. Written homeworks taken in by the teacher should be annotated with indications of relative strengths and weaknesses, and marks recorded appropriately.
6. Every pupil should have a sufficient, but not excessive, amount of homework each night and at the week-ends. It should become part of a pupil's normal weekly routine and, with the parents' encouragement, support or supervision, should be accorded an appropriate priority.
7. Every pupil should have a range of varied homework tasks each week, including writing, reading and learning, all of equal importance.
8. All pupils will keep a note of set homeworks in a homework diary, available for inspection by parents, Class Tutors and by Heads of Year, to encourage regular and orderly management of their work.
9. Sixth Form pupils should be encouraged to become more responsible for their own work and to develop a pattern of regular, independent study.

(b) Sanctions

The following sanctions should be applied for homework not being submitted or if it is not completed to an acceptable standard:

- Late homework/Unacceptable standard (first homework in the term) – Academic Note sent home, verbal warning to pupil and work to be given to teacher next morning/next class. The Head of Year will be informed via the Academic Note.
- Late homework/Unacceptable standard (second time per term) – Departmental lunch time DT issued by Class Teacher and Academic Note sent home indicating that pupil has been placed in Department DT. The Head of Year and Subject Leader will be informed.
- Consistent failure (3 times) to submit homework by deadline to an acceptable standard in the same subject in the same term – Departmental lunch time DT (x2), Academic Note sent home indicating that pupil has been placed in two Departmental DTs and Report Card issued by Head of Year until improvement is noted.
- Further failure to submit homework by deadline or to an acceptable standard will result in Head of Year issuing a Friday DT. A formal Friday DT letter will be sent home.
- Further infringements will result in a parental phone call and/or interview with Head of Year and Key Stage Leader leading to a Saturday DT. A formal Saturday DT letter will be sent home.
- No change in attitude to homework – Subject Leader and/or Head of Year to communicate with Vice Principal re. parental meeting, leading to pupil being placed on monthly Report Book, signing a Deadline contract and possible sanctions such as withdrawal of Study Leave, withdrawal of Exceptional Closure Days, loss of Sixth Form privileges etc.

(c) Homework Diary

A Homework Diary is provided for each pupil, whose duty it is to have this completed. The homework timetable for Forms I – V derives from their daily timetable which regulates the amount of homework to be set each night; teachers should only set homework for the appointed day and should keep a regular check that all pupils have diaries, that they treat them properly and enter up all homeworks. (If a teacher elects that a homework is not given for a particular day, then pupils should be asked to enter the words "revise and consolidate".) In the diary there is space each week for members of staff to make comment if they wish to do so. There are weekly diary inspections in Registration, and parents are asked to sign that they have inspected the diary.

(d) Standards of work

Here so much depends upon the individual teacher and members of staff are advised not to accept carelessly presented work but to ask for the homework to be repeated. Neatness, accuracy, care and punctuality are obvious requirements for all ages, but especially for Forms I - III so that proper habits are formed early. From time to time pupils whose work is unsatisfactory may be placed on Daily Report Cards by their Head of Year; these cards should be handed in to each class teacher at the beginning of each period, for signing.

MARKING POLICY

All departments have a marking policy to promote consistent standards of marking and common methods from one teacher to another. The policy can be very specific or simply set down general principles. A detailed marking policy should address all the issues listed in the *Marking Practice* shown below. A less detailed one might at least include the areas where variations of practice are most problematic, namely:

- a common mark scheme, which indicates the criteria against which the work is marked;
- a common system of grading, which determines whether letter grades or numerical grades are used and what the grades mean – this includes the use of Fine Grading for GCSE, AS and A2 pupils as per the Raising Achievement programme;
- a common approach to marking English, particularly spelling, in all subjects.

Subject Leaders should regularly inspect examples of marking within their departments, to check that a policy is being followed.

An adjunct to a marking policy is the sharing of good practice between teachers and departments.

MARKING PRACTICE

The marking of pupils' work needs to take account of the following issues.

- Most, if not all, of pupils' work should be marked.
- Work marked by the teacher needs to be regular, kept up-to-date, and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded. This information might take the form of cover sheets attached to a project.
- Pupils' work in preparation for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation may be needed to produce consistent standards between different teachers or departments.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. **It is particularly important that the comments tell pupils how to improve their work**; this is one of the most frequent criticisms made in inspection reports. Written comments are needed, even where verbal comments are given to pupils when their work is returned to them.

- Errors should be corrected. There may be a case for not correcting every error, where for example to do so might discourage a pupil. Important and significant errors should not be left uncorrected.
- Marking in all subjects may need to include the pupils' use of English, particularly spelling, punctuation and grammar.
- Late or copied work should be identified.
- Marking should normally include giving the work a grade or numerical mark.
- Marking may include instructions to pupils, such as asking them to re-draft work or correct mistakes. When pupils are asked to correct or repeat their work, it is important to check that they do so, and to mark their corrections or repeated work.
- Marking might include house points or merits. Such systems can be a considerable incentive for pupils to do well.
- Marks should be recorded.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a lengthy period of time.
- Marking may include various forms of self or peer assessments by the pupils