



Hayes School
(Part of the Impact Multi Academy Trust)

Policy Document

Policy Name: Feedback and Homework Policy

Date of Last Review: Summer 2026

Date of Next Review: Summer 2028

SLT Responsible: Assistant Headteacher

1. Aims and rationale

At Hayes, we believe in giving timely feedback that is focused on improving the learner, enabling them to understand their gaps in knowledge and skills to ensure they have high aspirations for their own development and are ambitious in pursuing it.

Our practice and feedback policy is informed by the EEF guidance 'Teacher Feedback to Improve Pupil Learning' and therefore, effective feedback at Hayes is underpinned by the following principles:

2. Principles underpinning effective feedback

1. We lay the foundations for effective feedback through high quality instruction.
2. We deliver appropriately timed feedback which is focused on moving the learner forward.
3. We plan for how students will receive and use feedback.

This evidence informed approach to feedback places the learner at the heart. How they respond to feedback to improve their knowledge, skill and understanding is central to their progression. We understand that the learn

3. Verbal Feedback

Verbal feedback is the cornerstone of our feedback policy. Successful teaching must be adaptive – with teachers continually engaged in a dialogue with students to check for understanding, and make decisions about next steps in response to the information they have received. As a result, continual verbal feedback – both in response to targeted questioning or while circulating and monitoring work – is essential. Feedback may be personal or delivered to the whole class following information gained from a whole class response question.

4. Deliberate practice

Therefore, during a sequence of roughly six lessons, students will be expected to engage in deliberate practice to consolidate and demonstrate their understanding.

Departments have been moving towards identifying and recording standardised deliberate practice tasks within their Medium-Term Plans (MTPs) for use consistently within the department. Students should label the work 'Deliberate Practice Task' (we recognise that other aspects of classwork and homework may constitute deliberate practice).

Deliberate practice comprises tasks that are designed to let students purposefully practice specific skills or apply specific knowledge in a way that leads to improvement in performance and generates clear and specific feedback opportunities. They are designed to provide practice on a critical and foundational aspect of the subject, be it knowledge, skill or process. It may break down more complex knowledge and tasks and provide an opportunity to practise a specific aspect of knowledge or skill. Feedback will then be provided before the student is given the opportunity to act on it through further DIRT (see below) activities designed to strengthen their understanding of the area of focus of the deliberate practice task. Over the course of a unit, deliberate practice may take different forms such as:

- Multiple choice quizzes
- Vocabulary application
- Completion of partially completed models
- Essay questions

- Extended practice questions / tasks
- Performance, debate, presentation
- Corrections / re-drafting non examples

As students become more proficient in their subjects, the deliberate practice they undertake will become progressively more complex. This ensures that students are given opportunities to rehearse and repeat practice in a variety of contexts and not just replicate exam tasks. This supports our ethos of long-term learning over performance as applying knowledge in a variety of forms helps support fluency.

5. Directed Improvement and Reflection Time (DIRT)

Following a deliberate practice task all students will be expected to engage in Directed Improvement and Reflection Time (DIRT) in which they are responding to feedback provided by their teacher. However, the method of feedback is at the professional discretion of the teacher as our staff know their learners best and will make an informed decision as to the best method to move the student forward.

DIRT activities should give students the chance to demonstrate progress following feedback.

This could be by:

- Completing (to a higher quality) a task that tests the same skill as the original
- Attempting a task that tests the same skill as the original, but is incrementally more complex
- Reflecting on the cognitive processes used in the original task and summarising them
- Reflecting and setting SMART targets for improvement

DIRT activities may also follow feedback after assessments.

6. Feedback strategies

Our feedback strategies are research-informed and support our students to think deeply about content, develop self-regulation and metacognition and thus be motivated to progress and achieve exceptional outcomes. We believe efficient strategies support timely feedback and therefore we adopt responsive approaches to feedback, including whole class feedback, as opposed to relying on written feedback in exercise books.

This responsive method of teaching and feedback allows teachers to bridge gaps quickly and provides teachers with the time to plan and deliver high quality lessons and resources to support the progression of students.

Effective and efficient feedback which both challenges and supports our students is central to our practice at Hayes and therefore students will receive feedback in a variety of the following forms:

6.1 Do Now tasks

- Our 'Do Now' tasks are at the start of every lesson and are primarily focused on priming students for the lesson by checking their prior understanding of required curriculum content. This enables teachers to immediately identify misconceptions, provide feedback and bridge necessary gaps in learning before moving on to new content.

6.2 Questioning and verbal feedback

- In lessons, teachers use targeted questioning to continually assess students' understanding and provide immediate feedback.

- In lessons, teachers circulate providing live feedback, either in written or verbal form, to consistently progress students' understanding of curriculum content and refine application.

6.3 Whole class feedback

- Each half term, students will be provided with multiple opportunities for deliberate practice. This is extended time in lessons for students to apply culminated knowledge and skills that they have acquired within relevant aspects of the curriculum.
- Teachers will read students' work and may complete whole class feedback notes, identifying student work to share, common misconceptions, SPAG and vocabulary errors and consider the most appropriate point in the curriculum to address errors.
- Following the practice points, students may receive whole class feedback. Whole class feedback will focus on modelling excellence and explicitly communicating areas of strength and improvement.
- Following whole class feedback, directed improvement and reflection time will be given for reflection and action upon feedback, including SPAG errors. Students will complete this in red pen.
- This can follow a deliberate practice task and / or a summative assessment.

6.4 Peer feedback

- Students mark each other's work with a clear focus and teacher guidance / criteria.
- Students can then identify their own gaps in knowledge and understanding and immediately correct them.
- Common misconceptions can be addressed by the teacher, who will have circulated and taken notes.
- This can follow a Deliberate Practice Task.

6.5 Self-identified feedback

- Students mark their own work with clear teacher guidance / criteria.
- Students can then identify their own gaps in knowledge and understanding and immediately correct them.
- Common misconceptions can be addressed by the teacher, who will have circulated and taken notes.
- This can follow a Deliberate Practice Task.

6.6 Individual feedback

- Written feedback specific to an individual student.
- This is at the discretion of the subject teacher and may be based on a specific area
- Targets will be specific and actionable.
- This can follow a Deliberate Practice Task or summative assessment.

As with all aspects of our teaching, awareness of student need informs feedback practices. Teachers will consider student profiles and where necessary adapt feedback strategies to meet the needs of all learners, including disadvantaged pupils, those with SEND, those known to children's social care, and those facing other barriers – for example, by cold calling early and supportively, by ensuring some students receive additional check-ins and early feedback on tasks, or by providing additional scaffolding or modelling during DIRT activities.

7. Homework

Our approach to homework is complementary to our approach to practice and feedback and is set to support student learning. Research shows that homework set for the sake of providing students with

activity between lessons has limited if not negative impact upon student learning and progress (Hattie 2009).

As a result, it is counterproductive to have a set point at which all teachers set homework but rather a commitment to set meaningful homework on a regular basis to support student learning – and all homework must have a clear academic purpose.

We recognise that the most effective homework:

Embeds understanding: Provides further opportunities to practise application of knowledge already explored and practised in the classroom

Extends understanding: Provides opportunities for students to think beyond the knowledge already explored in the classroom to deepen understanding

Therefore, we ensure that the homework set either seeks to embed or extend student thinking. The frequency, length and form of homework will vary according to subject, key stage, curriculum time and the nature of the learning. Homework tasks will be set on Satchel One and will either require an online or in class submission. For some subjects, homework may be issued via an online platform (such as Sparx Maths), though student progress is monitored by their teacher. Teachers will use one of the strategies outlined above to feedback on homework at the most appropriate time in the curriculum sequence.

8. Monitoring and Evaluation

Senior leaders and subject leaders will monitor the implementation and impact of this policy through normal school quality assurance processes, including lesson visits, curriculum reviews, work scrutiny, student voice, staff discussion and assessment information. Monitoring will focus on whether feedback and homework are helping students know more, remember more and do more, rather than on compliance with any single method of marking or feedback. In addition, monitoring will examine whether feedback and homework strategies are equally effective for all groups of pupils, including disadvantaged pupils, those with SEND, those known to children's social care, and those facing other barriers to learning, and take action to address any concerns that arise.

9. Research and readings

You can find out more about the research and evidence which underpins our policy here: [Feedback and Homework Policy Research and Readings](#)