Hayes School Feedback and Homework Expectations

Rationale for this policy:
To provide teachers with clear guidelines for practice and to provide students with a consistent experience to support their learning through homework and feedback.

Research:
We are a research-informed school and as such our approach to all elements of teaching and learning is shaped by credible evidence that shows impact upon student learning. Research shows that homework set for the sake of providing student 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 (this will be a minimum of once every 6 contact hours).

High quality feedback however, has been proven by research to have hugely significant effects upon learning and progress for students especially when it involves students in responding to their feedback from teachers (Sutton Trust 2012, Hattie 2009 etc.) and as such this underpins our homework and feedback policy.

Feedback will be given on classwork where appropriate but this will not routinely be the case.

When Feedback is given:
- Students are expected to respond to all feedback given.
- Teacher written feedback will be in purple pen.
- Students will respond to feedback in red pen.
- Peer written feedback will be in green pen.
- Major errors or inadequacies will be consistently identified using the school SPAG marking policy
- Positive comments will identify strengths (e.g. WWW – what went well)
- Next steps will be identified (e.g. ATI -action to improve, T4P -target for progress, EBI – even better if, A question/series of questions) – students should be able to answer the question ‘What do you need to do to be able to improve?’
- Where appropriate there will be a clear link to assessment criteria, lifelong learning skills, grades or levels.
- Directed Improvement and Reflection Time (DIRT) will be given for reflection and action upon feedback (either in lessons or at home).

Verbal feedback can often be the most personalised and have great impact. (To support clarity in the student’s understanding, it can be effective for students to record their learning from verbal feedback for you to check).
When Homework is set:

- It will always be beneficial to student learning.
- It will be differentiated for students as appropriate.
- Clear success criteria will be given to the students.
- It will always be set on the Show My Homework platform via the school’s VLE.
- A clear deadline for completion of homework will always be given to the students.
- An appropriate estimated completion time for tasks will be given to support students (and parents) in dedicating sufficient but realistic time to homework.
- Feedback will be given within 2 weeks of the deadline for completion.
- It will be acknowledged by a form of recorded feedback (peer/teacher/written summary of verbal feedback as appropriate).

Reviewed and approved by Governors (Summer 2019)