



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

ASSESSMENT, MARKING, FEEDBACK AND HOMEWORK POLICY	
Responsible Board/ Committee	Academy Trust Foundation Trust
Policy Type	KECHG Policy
Foundation/Academy Policy Owner	
Statutory	No
Publish Online	Yes
Last Review Date	March 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	March 2027
Version	2
School	King Edward VI Camp Hill School for Girls
School Policy Owner	Jayne Neal, Deputy Headteacher (Curriculum)
ISGB/SGB Approval Date	

INTENT: Our Principles of Assessment

- Assessment should be used so that teachers and parents/carers have a clear understanding of what students know and what skills they have developed. Assessment also allows students to have a good understanding of their current achievement and progress
- It should be used to check students' prior and newly-acquired knowledge and skills, as well as identifying misconceptions and learning that has been forgotten
- Meaningful feedback - whether that be written, verbal or whole class - should encourage students to reflect on their learning and act upon the advice given
- Assessment should inform teachers' lesson planning to revisit and build upon prior learning, with the intention of aiding students' progress, and shaping interventions
- As well as receiving teacher feedback, students should have opportunities to assess and feedback on their own and others' work
- While this is our whole school policy, we acknowledge that departments may have their own processes within their assessment work

It is our firm intention that through our combined assessment, marking, feedback and homework processes:

- All students are guided and supported to make the desired progress, and achieve excellent academic outcomes
- All students are helped to develop effective study habits and learning behaviours
- The wellbeing of our teachers is supported. Verbal and whole class feedback are less time-consuming thus promoting a better work-life balance
- Teachers and Subject Leaders have clear guidance regarding expectations, but they also have autonomy to make adaptations to suit their curriculum
- Parents and carers are regularly informed of their child's attainment and progress, and what they need to do to improve
- Parents and carers are encouraged to be involved in their child's education, and to support their child in developing impactful learning behaviours
- School leaders can effectively monitor and evaluate the work of departments, sharing good practice and helping to grow a community of reflective students and practitioners.

IMPLEMENTATION:

Assessment of student work across all key stages can be **formative** or **summative**.

Summative assessment should be regular, focused and meaningful. The data from these assessments should inform teachers, parents/carers and students of current attainment and the progress that has been made. Throughout KS3 & 4, reported data is largely based on GCSE exam criteria so that there is a gradual progression through the numerical grades. This makes it easy for students and their parents/carers to know which grade they are working at. At Key Stage 5, data is based on A Level criteria for the same reasons. All students should know the target grade towards which they are working, and what strategies to use within each subject to work towards improvement.

Formative assessment should happen on a daily basis. It can be verbal or written. It provides valuable information about students' learning to aid teachers' lesson planning. It can take various forms such as: questioning, mini-whiteboards, live marking, book marking, online quizzes, exit passes.

Whole class feedback can be both **formative** and **summative**. Taking place before or after a main assessment, it should enable teachers to feed back more efficiently to all students without the need for onerous written comments. It should showcase excellent models and how to achieve these. Whole class feedback encourages students to be responsible for their own learning.

Our Feedback Toolkit is shared with all students to inform them of the different ways they receive feedback on their learning, including whole class strategies. Please see **Appendix A**.

We believe that marking and feedback should be as efficient and impactful as possible. Therefore, we will continue to keep abreast of research into the most effective ways to provide students with timely, meaningful feedback. We are committed to the wellbeing of staff, and encourage the incorporation of verbal and whole class feedback as part of assessment methods, thus supporting better management of workload.

We believe that effective **collaboration** between teachers, students and parents/carers is essential to delivering the best outcomes:

- Educational Endowment Foundation (EEF) evidence shows that *'parental engagement has a positive impact on average of 4 months' additional progress.'*
- The different ways we provide feedback to students are designed to make the process more inclusive, and develop students' skills of self-regulation and metacognition. EEF evidence states: *'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.'*

It is expected that:

Teachers will	Students will	Parents/Carers will
• Regularly use formative assessment to inform teaching and support of students • Share and explain assessment criteria with students • Promote and teach good literacy within their subject • Ensure feedback - including written marking - contains positive statements about what has been achieved and suggest targets for improvement • Return formally assessed work in a timely manner • Provide students with regular feedback each half-term	• Engage with individual and whole class feedback to understand their strengths, and identify what they need to do to make good progress • Focus on the assessment objectives of a task, as explained by the teacher, and develop a clear understanding of the standards required for appropriate levels/grades • Participate in self and peer assessment opportunities; recording what has been done well, and how they can	• Receive communication about their child's attainment, progress and attitude to learning through reports and Progress Evenings • Encourage and support their child by: - checking that they have completed homework tasks - talking to their child about their learning - praise them for the progress and effort they make, and the good study habits being developed - reminding them to focus on the feedback (in its various forms)

● Provide opportunities for students to critically evaluate their own and others' work, thus developing reflection and metacognitive habits ● Teach good organisation and presentation of work ● Ensure consistency within departments regarding the nature of assessed tasks ● Report students' attainment and progress at scheduled intervals throughout the year through data reports and a Progress Evening ● Identify underachievement and/or gaps in knowledge or understanding, and intervene in line with department policy	bring about improvement ● Work hard to develop effective study habits, acting on the range of feedback they receive, and take responsibility for their own progress	from their teachers ● Communicate any concerns or questions about assessment, feedback or reporting to: ➤ The class teacher ➤ The Subject Leader ➤ The Deputy Headteacher (Curriculum)
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'Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.'

(Dylan William: 'Embedded Formative Assessment')

HOMEWORK

Purposes

Homework is part of the School's overall learning and assessment strategy. It enables teachers to make best use of the lesson time since the pupils can consolidate learning. It has many purposes, and homework activities need to be varied to ensure that these are met.

Homework is defined as: *'those learning activities which take place out of lessons which are primarily the responsibility of the student with guidance from the teacher. This may be working at home, at school or in the library. It may be individual work, or collaborative with other pupils, or may need the cooperation of an adult.'*

We believe that homework is an important way for students to consolidate and extend their learning, and develop essential study habits as they move up the school.

Our Homework Policy details our principles and approach. We also believe that homework should only be set when it is required, and that no homework should be set in the school holidays for Key Stage 3 students.

Homework offers opportunities for pupils to:

- Have additional study time to help them achieve higher standards
- Review and reflect on their class work and check that they have understood it
- Prepare for future lessons through individual research
- Reinforce their skills by practising them
- Read for information and pleasure and become more resourceful
- Develop their ability to write in different styles (summaries, essays, notes, extended assignments etc.)
- Problem solve and develop resilience
- Extend their learning and widen their experience and learn both individually and collaboratively
- Pursue individual interests in a subject area
- Develop their study skills – including planning and time management
- Use a variety of resources to help them with their work – books, internet, online learning tools etc
- Be creative
- Revise for tests and examinations

Our policy is to:

- Promote a positive attitude to homework as a means of raising achievement
- Plan homework assignments carefully as an integral part of our schemes of work
- Set homework which is appropriately challenging for all pupils and, at times, offers choice, differentiating through task as well as outcome
- Vary the type of task to allow for individual initiative and the development of pupils' study skills and ability to work independently
- Set homework tasks allowing enough time for pupils to make accurate records of the activity, checking for understanding and giving advice on structuring the work
- Establish the aims and objectives of each task, and make clear the assessment criteria
- Assess work in line with the School's assessment policy – providing feedback on work as soon as possible: this might be summative, or formative feedback which will allow students to understand how to make further progress. Feedback may be given in a range of forms depending on the nature of the task, including verbal feedback, self or peer assessment, or whole class feedback. Good work can be rewarded with certificates, house points etc
- Embrace the use of technology such as Google classroom for setting homework tasks and providing feedback. Mote can also be used to provide online verbal feedback
- Ensure that all students, but especially those who are disadvantaged, have the required resources and space to complete homework. Homework Club is available to all students and can be booked in advance
- Have systems in place which support pupils in completing their work satisfactorily on time- homework planners, study skills tutorials, target setting and mentoring

Working in Partnership:

Homework is most effective in raising standards when there is a partnership between the school, the pupil and the parents and all know the part they play. Homework timetables are published at the beginning of each year for KS3 so teachers, pupils and parents know what to expect. In KS4 and 5, there is no formal homework timetable - instead, students are expected to develop independent learning and time management skills. In all years, there is an expectation that homework is completed and submitted by the given deadline.

The following guidelines are sent to parents at the start of each academic year:

Key Stage 3

- English homework is one hour per week
- Drama homework is 30 minutes per fortnight
- All other subjects are 30 minutes per week
- Music and DT will set project-based work
- PE does not set homework
- KS3 students will not be set homework during the school holidays.

Key Stage 4

- All subjects set 2 x 30 minute homeworks per week.
- If work is set on an earlier day, it should not be collected until after the allocated time slot.

Key Stage 5

- Given the varying nature of A Level subjects, the amount and type of homework set will vary greatly. Homework should be manageable, and sufficient time should be allowed for students to complete it to a good standard.

To support the pupils in managing their work, we:

- Set homework clearly according to the pupils' timetables, and allow an appropriate time for it to be completed
- Establish expectations that homework will be completed on time and to a high standard
- Establish clear routines for pupils to hand in their work
- Check that pupils have handed work in on the agreed date and record late work
- Provide guidance and advice for all pupils on homework
- Provide extra guidance and support for Year 7 pupils as they make the transition from primary to secondary school, and for pupils managing the particular demands of GCSE work.

The school procedures for dealing with pupils who miss deadlines are to:

- See the pupil personally to discuss the reasons and to sort out any problems
- Give the pupil the opportunity to complete the work by a new deadline

If the homework is not done on time:

- Set a teacher or departmental detention during which work can be completed *and*
- Use the pupil planner to communicate with parents about the homework problem *and*
- Advise the Subject Leader and Head of Year of the missed deadlines if problems persist to:
- Send a letter to the parents about the situation
- Put pupil in school detention who are missing homework deadlines for several subjects or are several homework's behind and inform Head of Year and Subject Leader

This protocol will also apply where students are found to have used learning resources or AI tools inappropriately in order to complete homework, for example plagiarism or submitting AI generated text as their own.

- Providing a suitable place to work
- Making it clear that they value homework and encouraging students to talk about what they are learning
- Explaining how homework can aid progress at school
- Offering encouragement and praise when homework has been completed successfully
- Expecting that deadlines are met and checking that they are
- Encouraging students to take responsibility for their learning

Monitoring

- Subject Leaders discuss best practice in homework at departmental meetings, see that the policy is being carried out effectively, check the time pupils spend on individual homework tasks on a regular basis, revise their schemes of work if necessary and manage problems re homework in department
- Form tutors check student planners and referrals/intervention records, discuss work habits with pupils who miss deadlines, offer advice and support and communicate with parents over minor problems.
- Heads of Year discuss pupils' work patterns at year group meetings and communicate with parents over significant issues relating to work habits.
- The member of staff responsible for Homework Club keeps a register of pupils using the Library for Homework Club.
- Pupil focus groups can be used to see planners and books, monitor the amount of time spent on homework across the subjects, interview pupils and provide feedback for teachers and parents.

Super-curricular

From time to time, teachers may recommend learning tasks and opportunities beyond the curriculum or exam specification. These are intended to provide able students with the chance to encounter new topics, explore areas of interest in more depth, or to consider new perspectives. We recommend that all students regularly engage with these super-curricular opportunities which develop their intellectual curiosity.

Appendix A: Feedback Toolkit

When and how will I get feedback about my work?

<u>IMMEDIATELY</u> Given at various points during lessons, activities and tasks, allowing you to take action straight away	<u>AFTER A TASK OR AT THE END OF A LESSON</u> This will usually be a summary to help you understand how well you / a group / the whole class are progressing. <i>Sometimes</i> written comments may be given at the teacher's discretion	<u>AFTER A TOPIC OR SERIES OF LESSONS</u> This will often be a written comment (with/without a mark) and may be for individual pieces of work / a test / a body of work
<i>What might my feedback look like and how can I use it to help me progress?</i>		
● Verbal target/comment – <i>allows you to make immediate improvements or correct misunderstandings (you can make brief notes of these in the back of your books or within your lesson notes)</i> ● Teacher questions to develop thinking – <i>this can help you to develop your understanding of an idea or concept</i> ● Teacher responds to my questions – <i>this helps you check your own understanding and put right misconceptions</i> ● On-the-spot positive feedback, such as ticks, stamps, verbal praise – <i>this confirms you're doing a good job!</i>	● Teacher feedback to the whole class using whiteboards, traffic lights, summary quizzes etc. – <i>this will help you assess your own progress and understanding of ideas</i> ● Use of success criteria / mark scheme – <i>to help you to identify which ideas or concepts you have understood, or where there are still gaps in your knowledge</i> ● Peer assessment – <i>this will help you gain a different perspective on your work and even learn from others</i> ● Teachers re-teaching a topic – <i>this will help reinforce difficult ideas or common class misunderstandings</i>	● Written comments from my teacher, including targets for improvement – <i>this will help you to make specific improvements to your work and set targets to develop your learning</i> ● Detailed verbal comments from my teacher – <i>again, this will help you to make specific changes to improve your work and develop your understanding (you can make brief notes of these in the back of your books/in your lesson notes)</i> ● Sample or model responses to the task undertaken – <i>to help you understand how to meet success / assessment criteria and see how to improve your work.</i> ● Whole class feedback, for example highlighting areas of strength, common misconceptions etc. – <i>to allow you to identify which targets apply to your own work.</i>