



'Every Child Matters'

St Mary's High School Downpatrick

Principal: Ms R McLaughlin



Celebrating 60 Years of
Education

Homework & Marking Policy

HOMWORK POLICY

‘The purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge and understanding and provides the teachers with evidence of progress.’

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Homework is an integral part of effective assessment and it is a very important learning experience for all pupils. It should be planned carefully to support and reinforce class work. The purpose is to extend learning beyond the classroom and to diagnose the effectiveness of teaching and learning and to develop the skills of pupils as independent learners. The school has high expectations regarding homework and pupils may be asked to redraft or resubmit homework which fails to meet departmental standards. It is agreed that the regular setting and marking of homework encourages:

- consolidation and extension of learning
- monitoring of progress
- independent learning
- self-discipline, personal organisation and responsibility
- home/school partnerships

Homework can take many different forms such as:

- continuing or completing class work
- reviewing/learning new work studied in class as a learning homework
- reading for specified purposes
- researching a given topic
- writing, answering questions or extended pieces of writing
- revision/preparation for tests/exams

All departments are expected to:

- establish a range of common assessed homework tasks
- integrate homework tasks within lesson planning and learning outcomes
- mark homework against agreed criteria appropriate to the task
- provide constructive feedback which sustains pupil motivation and facilitates progression
- to keep assessment records as evidence of progression and continuity
- encourage pupils to use Student Planners to record homework which will be monitored by Form Teachers and Heads of Year
- use Student Planners as a means of communication with parents/guardians

At **Key Stage 3 (Years 8-10)** pupils should be given a minimum of 20 minutes of homework per subject per day. If no written homework is given pupils should be directed by the class teacher to review work taught in class using strategies such as spider diagrams, mind maps and other appropriate strategies linked to study skills to produce evidence of work reviewed. Pupils are encouraged to take responsibility for planning this work at home and to discuss it with parents/guardians. The evidence will be checked by the class teacher on a regular basis.

At **Key Stage 4 (Years 11-12)** regular work is set according to the differing demands of each GCSE subject. Pupils will be expected to spend an average of 3 hours each night on homework. This may take the form of written work, research or reviewing work taught in class. Pupils are encouraged to review work using strategies they have been taught at Key Stage 3 such as spider diagrams, mind maps and other appropriate strategies linked to study skills as evidence of work reviewed. This evidence should be regularly checked by class teachers.

At **Post 16 (Years 13-14)** pupils are encouraged to take much more responsibility for their own learning and homework will be linked to individual research, private study preparation and planning. It is expected that pupils will be working 12-15 hours per week outside of school time.

All pupils are encouraged to use appropriate ICT skills to research and present their work.

MARKING POLICY

‘The pupils’ written work is regularly marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents.’

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The marking of pupils’ work is an important assessment tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers within a shared departmental and whole school approach. Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement is encouraged.

Effective marking helps to:

- recognise pupil achievement
- monitor pupil progress
- diagnose problems in learning
- provide feedback and guidance for improvement and progression
- motivate and encourage pupils
- record and report pupil attainment
- assist in evaluation and planning

It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria/outcomes
- for improvement using constructive comments taking cognisance of Assessment for Learning strategies

SAMPLE OF MARKING SYMBOLS

It is proposed that all teachers should agree to use the following marking symbols across all key stages in order to make it clearer for pupils to follow:

Correct/well done	✓
Spelling error	sp
Grammatical error	gr
Punctuation	P
New Paragraph	NP
Omission	^
Unclear expression	?
Rewrite	RW

