



JEDDAH PREP AND GRAMMAR SCHOOL

Homework, Marking and Extended Learning

Homework is set for the purposes of practice, preparation and/or extension. The types of tasks which are appropriate for pupils of various ages are many and varied, but all should have a clear objective, linked to study programmes. They should be both challenging and interesting whilst being supported through the quality of the teaching and learning occurring in a classroom. Teachers are encouraged to check that their overall homework programme is meaningful and balanced in the type and scale of tasks and manageable for students. This balance is not always possible and can vary considerably from day to day. However, it should be noted that homework time devoted to reading and learning is as important as written work.

Teachers assign homework for many reasons. Homework can help to:

- consolidate and reinforce skills and understanding developed at school;
- explore subjects in greater depth than is allowed in class time to gain a better understanding of the subject;
- practise new skills and concepts and enable students to become more competent in their use;
- carry out preparatory work for the future lessons;
- develop study skills and encourage independence, self-discipline and responsibility;
- give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning;
- involve parents in their child's education;
- prepare for test/examinations;
- further challenge and extend pupils;
- provide focused support for less able pupils.

Types of homework

Practice exercises – providing pupils with the opportunities to apply new knowledge or reinforce newly-acquired skills.

- Practice exercises e.g. Maths calculations, English spelling words

- Revising information about a current topic
- Reading for pleasure
- Essay writing

Preparatory homework – providing opportunities for pupils to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Reading e.g. English text for class discussion
- Researching topics

Extension assignments – encouraging pupils to pursue knowledge individually:

- Writing e.g. a book review
- Making or designing something e.g. a piece of art work
- Investigations e.g. science, social science, etc.
- Researching e.g. history, local news, information on the internet, etc.
- Group work – assignment/presentation to be organised and completed by group

The intrinsic value of homework activities is far more important than the precise amount of time devoted to them. Members of staff should make themselves aware of demands made on students in other subject areas, thereby allocating sufficient time to complete longer essays and individual projects. Best practice suggests that the amount of time that should be spent on average, by pupils, on homework should fall within the following ranges:

- Nursery and Reception: None
- Years 1-2: 1 hour per week
- Years 3-4: 1-2 hours per week
- Years 5-6: 1 hour or 30 minutes per allocated subject per week
- Years 7, 8, 9: 1½ hours or 30 minutes per allocated subject per day
- Years 10 – 11: 2 hours or 40 minutes per allocated subject per day
- Years 12 – 13: 1 hour per subject per day (depending on coursework)

On a day to day basis, colleagues should write details of homework on the whiteboard and/or Firefly so the task is clear, providing sufficient time in lessons for all students to write the homework in their Homework Planner. The Planner is also a useful conduit for

parental communication: parents must be made aware of any problems with homework by sending a note home via the planner or email.

Monitoring in School

A continuous process of monitoring the effectiveness of the Homework Policy will be carried out by HoDs // KSCo / Senior Leadership Team. HoDs, KSCo and members of SLT are responsible for checking the use of Pupil Planners/VLE on a regular basis. Where further good practice is identified, this should be shared with the rest of the school.

Together, Departmental teams must plan, prepare and implement realistic and manageable programmes of homework, maintain accurate records of completion of homework. The HoD / KS Coordinator must ensure that teachers keep up to date records of assessment types, marks/grades and homework. Class Teachers should issue and monitor completion of homework regularly.

Pupils are responsible for completion of homework to the best of their ability and delivered on time. Pupils should be encouraged to seek appropriate support to ensure that they are able to complete tasks set for homework.

Marking and Assessment at each Key Stage

Early Years Foundation Stage (Nursery and Reception)

Children undergo continuous assessment as part of normal classroom practice. Assessment generally takes the form of observations and assessments in all areas of learning. Each child's developments and achievements are recorded to build up a profile which sums up each child's progress (i.e. Learning Journey) and learning needs at the end of the Early Years Programme Stage.

Key Stage One (Years One and Two)

Marking usually takes the form of positive comments and praise; areas for improvement are highlighted with the child in a sensitive manner. Children's work is not graded although children may receive stickers for good work and effort. Marking should focus on the learning objective, particularly in English, and should reflect the success criteria shared by the school. Children's work is often marked with the child present in order to give immediate constructive feedback and to ensure understanding of the task. If marking takes place elsewhere, comments made by the teacher are discussed and corrections can be made where appropriate.

Assessments occur at the end of each unit of work in Mathematics and Science. A writing assessment also takes place at the end of every half term based on the last unit of work covered. The information provided is used by the teachers to monitor progress and to ensure understanding, highlight areas for improvement and where children can be challenged further.

Key Stage Two (Years Three to Six)

Marking in KS2 is designed to help the children take their learning further. It is positive and constructive and should highlight areas of success and areas to be developed. Where possible it will be marked within 48 hours. Children's work is not graded formally using the letters and numbers system each week, although children may receive stickers and rewards for good work and effort. Confidential marks and grades may be recorded solely for the teacher's use in addition to any comment returned to the child. Some marking should take place with the child alongside, in order to engage them in the process. Some work will be marked by the child themselves so that they can understand the process involved in marking.

More formal assessment may take place at regular intervals, such as at the end of each unit of work in a number of subjects at various times during the year. These inform each child's progress and identify where extra support may be required or further extension may be necessary.

Key Stage Three (Years Seven to Nine)

Work is marked and returned as quickly as possible: the aspiration of all colleagues should be that this should be done by the next lesson following submission of work. Where possible it will be marked before the class next meet with their subject teacher. Comments and corrections are largely made by the teacher. There may be occasions when pair marking or set marking is appropriate (for example in Mathematics). Comments are designed to praise effort and achievement, direct future work where necessary and indicate areas for improvement. Corrections are designed to educate and are usually discussed with the pupils if appropriate.

Grading of homework is periodic and frequent: weekly for most subjects. Furthermore, unit testing or major assessments should take place following completion of a given topic or section of work. This may take the form of a formal test or essay.

Key Stage Four/IGCSE (Years Ten and Eleven)

Notes and essays are marked by means of comments and grades, whilst short factual tests and questions are given a numerical mark. Although percentages are used in major assessments and exams the results of year examinations are recorded in the form of a grade. Most marking is carried out by the teacher but some work is marked in class by students. Pupils are expected to maintain high standards in English and presentation. This is not the sole responsibility of the English Department; indeed this is a part of IGCSE coursework and examination assessment.

By Year 11, pupils are expected to be able to maintain their basic notes, although these are checked regularly. There is greater concentration on past papers and coursework, marked according to IGCSE grade criteria. Targets are set using CAT scores and other baseline testing in conjunction with professional judgment.

Sixth Form (Years Twelve and Thirteen)

Marking and assessment are carried out in accordance with A Level assessment criteria, so that students can see progress being made and where improvement may be necessary. Work must be monitored closely by subject teachers who give constructive criticism and advice in addition to an actual mark/grade. ALIS and other baseline data available will be used in conjunction with professional judgment to set target grades. In some areas, e.g. mathematics and the sciences, it may be appropriate to use a numerical mark for a short topic test. All grades/marks will be discussed individually with the students during lesson time, so each student is given personal attention and encouraged to do his or her best.

Marking and Assessment: General Principles

Teachers spend a large proportion of their time marking pupil work and awarding grades. This time needs to be used effectively so assessment informs students effectively about what they have achieved and in what areas they need to improve. The transfer of this information depends upon good communication, with results returned to students shortly after the work is submitted; if possible by the next lesson or alternatively within a reasonable timeframe. Pupils respond most positively to assessment by teachers when they feel their work has been carefully marked and appreciated. Work should also be marked frequently as the performance of students tends to deteriorate when they feel that their work is not being checked correctly.

All marking and assessment at Jeddah Prep and Grammar School should be constructive and aid future learning. All work should be checked regularly, including notes and files.

Important and significant errors should be corrected. Marking in all subjects should include pupils' spelling, punctuation and grammar. However, the over-correction of spelling mistakes made by pupils with specific learning difficulties should be avoided. Suggestions of how to improve or extend homework should be part of this process, encouraging self-reflection, particularly amongst older pupils. Oral feedback is useful but this is not a substitute for written comments. Whilst it is good practice to encourage pupils to make their own assessments of their progress on occasion, work should be marked regularly by the teacher.

Good work or effort should be identified and brought to the attention of Form Tutors, Heads of Department and Key Stage Coordinators and the Headmaster. Positive comments can also be made in the pupil planner in order to inform parents and the House Coordinator. Although pupils may choose to compare marks and grades themselves, this should not be led by teachers. No form positions or rankings are to be published.

The role of Parents and Guardians

Homework at Jeddah Prep and Grammar School provides a link between school and home and also gives parents the opportunity to reinforce the importance of learning. It provides parents with a means of becoming involved in the student's learning. Parents play a crucial role in shaping good attitudes and habits in relation to their child's homework. Parents/Guardians should spend time monitoring their child's Firefly / planner and ensuring that homework is being recorded and then completed according to the needs of the student. Parents/Guardians should encourage their child to persevere with difficult assignments; valuable learning comes from attempting as well as completing work. Experience has shown that parental involvement with homework is invaluable for the student. However, we do not expect or require parents to undertake any assignment expected to be completed by a pupil as this will provide a false impression of a pupil's ability. This also includes the use of out-of-hours tutors. Encouraging a positive attitude in the children is most beneficial and parents can play a significant role in this.

Parents/Guardians are encouraged to provide a reasonably quiet, suitable place in which students can do their homework free of distractions. A regular time should be set aside for homework. Since computers are an integral part of today's world, it is inevitable and essential that the Internet is a source for much research. Parents/Guardians are encouraged to monitor their child's use of the Internet. Finally, Parents/Guardians are

expected to check and sign the Homework Planner on a weekly basis. Individual notes from school personnel should also be acknowledged.

Absence and Homework

Teachers understand the need to provide work to pupils when they are absent for a number of days. In most cases of absence lasting a day or two, pupils will catch up with extra material in class and some additional homework. When a child is ill or absent with authorisation from the School for three or more days in succession, the Class Teacher/ Form Tutor or Key Stage Coordinator will collate work from the child's teachers and make this available to the parents. The primary means of communication will be via email or Firefly.

Class Teachers and tutors will **not** provide extra work, homework or mark work on the pupil's return in the case of unauthorised absences. Parents and other authorised adults are also requested not to ask for extra materials during class time, or before the requisite time period is complete. Long term absence due to serious illness will be dealt with on a case by case basis, dependent on the child's current ability to complete the normal amount of work set in the class.

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