



## Croydon High School GDST Senior School PREP (Homework) & Feedback Policy

**Responsibility:** Deputy Head (Academic)  
**Last review:** July 2021  
**Next review:** July 2022

### **The Purpose of PREP**

All homework should follow the PREP model: it should provide an opportunity to:

- Practise
- Reflect
- Explore
- Prepare

It should be an aid to the learning process and not set for its own sake.

All PREP should:

- Require some deep thinking.
- Foster skills needed for the 21st century- e.g. Critical Thinking, Creativity, Problem Solving
- Foster a positive relationship with learning
- Create a culture of self-motivation;
- Develop habits of personal organisation, independent learning, resilience and resourcefulness
- Provide parents with an insight into their child's learning, reaffirming their role as partners and strengthening home-school links

In addition to the PREP work set, each subject also sets *Stretch & Challenge Menus* for each year group. These can be found on *Google Classrooms*. These menus outline optional tasks that stretch pupils in their thinking. They could be reviewed in a variety of ways. For example, this work could feed into an assessment piece or class discussions, it could be used for display, or perhaps form the foundations of an assembly. Giving pupils an element of choice will encourage them to take ownership of their learning, foster self-motivation and help them to cultivate and maintain a real love of learning. Engagement with PREP is reported half-termly as part of pupils' grade sheets.

For Key Stage 3, directed reading will serve to 'top up' pupils' PREP work. For Years 7 & 8, where pupils have less than two PREP tasks timetabled, and for Year 9, where pupils have less than 3 PREP tasks timetabled, pupils will choose reading materials from their Key Stage 3 Reading List.

## **Frequency and Amount**

- PREP must be set in accordance with the published PREP timetable in Years 7-11 and at the teacher's discretion in the Sixth Form;
- In Year 7 & 8 students should have PREP, according to the PREP timetable, which lasts no more than 20 minutes per subject every two weeks. In Year 9, this figure increases to 30 minutes every two weeks. The exceptions are: Maths, English, Geography and Languages who will set work weekly.
- Pupils in the Upper School (Years 10 & 11) will have one PREP lasting one hour per week per subject. All PREP set will be given over a period of time to allow pupils to ensure that the work is of a good quality;
- It is the parents' prerogative to decide when their child has done sufficient work for one evening and parental messages to that effect should be accepted but, the subject teacher should be informed if this becomes a regular occurrence.

## **Administration and monitoring of PREP**

- In Years 7-11 pupils will record all PREP in their PREP diaries. These will be signed by parents weekly and should be checked on a regular basis by Form Tutors;
- Sixth Form pupils, in a reflection of their increasing independence, are free to document their PREP however they wish;
- All teachers should ensure that all PREP is also available through Google Classroom, which both pupils and parents can access;
- Where PREP has not reached the required standard, pupils should be asked to re-present it. Non-production of PREP will be reported by subject teachers to Form Tutors;
- PREP concerns are also reported home formally via our reporting system (see the 'Assessment, Grading & Reporting Policy');
- Should issues such as the late or non-production of PREP or sub-standard work persist, teachers, the relevant Form Tutor and Head of Year will work together to agree on a plan of action which might include putting the student on a report which monitors engagement and PREP on a lesson-by-lesson basis. Parents are required to sign this report (in Years 7-11) on a weekly basis;
- For Sixth Form, repeated concerns over PREP might be addressed by compulsory attendance at designated study periods (or DSPs, for short) which may be supervised or unsupervised.

## **Assessment of Pupils' Work (including PREP) Through Marking**

Assessment covers all those activities that are undertaken by teachers to measure the effectiveness of teaching and learning. It is, therefore, fundamental to good classroom practice. Assessment may be formal—such as the marking of written work or tests—or informal—such as asking pupils questions in class. While this policy focuses on the formal process of marking, informal means of assessment, commonly housed under the umbrella of 'assessment for learning', are of vital importance in promoting effective teaching and learning.

At its most successful, marking as a type of assessment is a *dialogue* between the teacher and the pupil to improve the pupil's understanding and subsequent work. While the purpose of marking varies according to the nature of the work set, it may serve one or more of the following functions:

- To enable pupil progress through good quality formative feedback;
- To encourage and reinforce effective effort, progress and attainment;

- To ensure pupils have understood a topic and that they have been able to correct errors and misunderstandings;
- To ensure that work has been completed according to instructions;
- To assess a pupil's level of achievement in comparison to their peers, or national benchmarks.

Throughout the Senior School, teachers use the [Austin's Butterfly approach](#) to support pupils to improve their work, and to underline the importance of the need for critique, refinement and redrafting.

### **Marking Best Practice: ten tips**

Teachers should mark pupils' work with the following best practice in mind:

1. Marking should be predominantly comment-based. Comments should specify what is good about a piece of work and make suggestions about how the pupil can make progress;
2. All work that pupils complete at home should carry a comment when it is marked by the teacher;
3. Pupils should be encouraged to respond to teacher comments via the Austin's Butterfly approach. Pupils are more likely to take notice of comments if they are asked to respond or take action in some way and when they are given the time to do so;
4. Marking should be conducted with an awareness of appropriate baselines though reference need not always be made to these in written commentary;
5. For examination classes, a reference to examination board standards might be provided to pupils, allowing them to appreciate fully the assessment criteria used by the relevant examining body and for a particular grade;
6. Where an individual's progress is better than raw ability suggests, even if attainment is relatively low, suitable praise and encouragement should be given. If an individual is under-performing relative to a baseline, then this merits further investigation;
7. In order to evidence verbal feedback, pupils should be encouraged to take notes and to annotate their work with the verbal feedback they were given.
8. Project-based activities need to have some form of regular marking, especially if the project extends over a lengthy period. This is to ensure that pupils are managing the time and content of their project work effectively. In the case of coursework for examinations, interim deadlines should be communicated to pupils and their parents. If the coursework is below the expected standard at this stage, parents must be told. Any concerns must be discussed with the relevant Head of Department and the Deputy Head (Academic);
9. The recording of marking must be designed to maximise the ability of teachers and Heads of Department to assess and respond to the needs of the individual and the group. It should also provide an objective and easily accessible record of pupils' progress which is available to senior staff and parents, as and when necessary;
10. Not all assessments require formal recording. However, it is essential that adequate records are kept to ensure that pupils' performance can be monitored effectively.

For all work which pupils are asked to do, it is essential that they have a clear sense of what success *might* look like. Exemplar material and model responses can be useful in showing pupils what is required.

For details about reviews of marking of Internally Assessed Coursework (GCSE/IGCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments), please see the 'Internally-Assessed Coursework' Policy.

### Frequency and speed of return of marking

- Pupils should have their work marked by teachers at least fortnightly in every subject;
- This may be supplemented by oral feedback from teachers or by peer assessment; which should be evidenced as described in point vii above;
- Marking should be returned as quickly as possible. This maximises both the learning impact of the task as well as student motivation.

### Academic House Points

The character, Athena, is the goddess of wisdom and awareness. Simply put, our academic house points system seeks to promote and celebrate the development of *wisdom* while, in tandem, drawing *awareness* to the qualities needed to achieve it. There are six different types of academic house point:

- ACADEMIC ATTAINMENT
- EFFORT & TENACITY
- CRITICAL THINKING & APPLICATION
- INDEPENDENT LEARNING
- COMMUNICATION & COLLABORATION
- CREATIVITY

House Points	What might they be awarded for?
ACADEMIC ATTAINMENT	<ul style="list-style-type: none"> <li>• A high or consistent level of attainment in classwork, PREP or assessment, or for when it is clear that you have made significant academic progress;</li> </ul>
EFFORT & TENACITY	<ul style="list-style-type: none"> <li>• In recognition of your effort in a particular activity or over a period of time;</li> <li>• You display a positive attitude in your learning, and you are able to keep going when a task is hard or when you might not have done as well as you wanted to.</li> </ul>
CRITICAL THINKING & APPLICATION	<ul style="list-style-type: none"> <li>• The ability to analyse, evaluate and synthesise different sources of information;</li> <li>• The ability to apply your knowledge in an unfamiliar context.</li> </ul>
INDEPENDENT LEARNING	<ul style="list-style-type: none"> <li>• The ability to seek out new knowledge independently of your lessons or teachers, and pursue your own academic interests at a high level.</li> </ul>
COMMUNICATION & COLLABORATION	<ul style="list-style-type: none"> <li>• You can communicate your ideas and understanding clearly;</li> <li>• You are highly productive when working with others.</li> </ul>
CREATIVITY	<ul style="list-style-type: none"> <li>• You demonstrate imaginative and original ideas in your learning.</li> </ul>



Teachers can reward academic house points by sticking the relevant sticker on the corresponding work. These stickers can be found on the top of the pigeonholes which face you as you enter the staffroom. Electronic versions are available [here](#). Pupils are responsible for keeping a tally of the house points they receive in their planner. Totals are collected from each house every half term to contribute to the annual house point competition. Certificates at various milestones are intended to celebrate academic endeavour. A pupil's form tutor awards them a certificate for accruing 5 house points; a pupil's Head of Year presents a certificate for 15 house points; the Headmistress presents a certificate to pupil's achieving 30 house points.

### Monitoring of marking and assessment

- Given the crucial role that marking has on pupil progress it is essential that the quality of this feedback is monitored by those with responsibility for teaching and learning (such as Heads of Department or a member of the Senior Leadership Team);
- Marking should be monitored once a term at a departmental level for each year group to ensure quality and consistency and the schedule for this scrutiny is identified in the annual subject review documentation;
- Judgements as to the effectiveness of marking should be made with reference to the following criteria:

Quality of Marking & Feedback: 'In pursuit of excellence'	Please ✓ best fit		
	Excellent	Good	Unsatisfactory
Pupils should have their work marked <b>regularly</b> by teachers: at least fortnightly in every subject;			
Marking should be predominantly <b>comment based</b> though there will be instances where summative assessment requires less written feedback;			
Marking should be conducted with an <b>awareness of appropriate baselines and exam specifications</b> though reference need not always be made to these explicitly in written commentary;			
Marking should <b>contain praise and encouragement</b> when a pupil's progress is particularly strong, or better than baseline data/history might suggest;			
Teacher <b>comments should be diagnostic</b> : they should identify how a pupil could improve their work and set targets for them to do so;			
All work that pupils complete at <b>home</b> should carry at <b>comment</b> from the teacher;			
Pupils should be <b>encouraged to respond</b> to teacher comments via <b>the Austin's butterfly symbol</b> ;			
Pupils should be given opportunities to <b>assess their own work and that of their peers</b> ;			
<b>Project-based activities need to have some form of regular marking</b> , especially if the project extends over a lengthy period; and			
Pupils should be encouraged to <b>annotate their work with any verbal feedback</b> they receive.			
The <b>recording of marking and assessment must be designed to maximise the ability of teachers and Heads of Department to assess and respond to the needs of the individual and the group and track their progress</b> . However, not all assessment requires formal recording.	<i>Although evidence of the recording of marking and assessment won't be found in books or files, the person conducting the book scrutiny should discuss it with the teacher when they feedback to them.</i>		
<b>Please choose the best fit descriptor below and write the corresponding number overleaf.</b>			
Marking & feedback is excellent;	<b>1</b>		
Marking & feedback is mostly excellent with some good features;	<b>2</b>		

Marking & feedback is good or mostly good;	3
Marking & feedback is unsatisfactory.	4

- Every term, members of the Senior Leadership Team will conduct a book review of a particular key stage using the template above and formally record their findings which are then communicated to teachers and Heads of Department as necessary.

### **Parental involvement**

We welcome the support parents can give in encouraging and enhancing their child's learning. We recognise that it is important to have a balance in life, and that time spent visiting places of interest, taking part in sport, talking, exploring ideas and having fun together can all enhance learning.