



HOMEWORK, FEEDBACK AND ASSESSMENT POLICY

Last reviewed:	September 2026
Next review due:	September 2027
Reviewed by:	Director of Academic Studies Deputy Head, Senior School Deputy Head, Sixth Form

1. Purpose of homework

The sole purpose of homework should be to advance student progress and outcomes.

2. Nature of tasks

The nature of tasks for homework set will vary in nature dependent on the specific skill and knowledge it is aiming to develop. This could include activities such as written tasks, research task, exam style questions and much more.

3. Frequency and amount of homework

3.1 Senior School

- Homework must be set in accordance with the published homework timetable. Senior School students will usually have two to three pieces of homework per evening, with each subject expected to take approximately 20 minutes to complete in Years 7 and 8, 30 minutes in Year 9, and 45 minutes in Years 10 and 11.
- In Years 7-11, homework should be set for submission at the next appropriate lesson. Extended homework may be set for occasional projects and more frequently in subjects such as art. When project-based work is set, this will be outlined in step-by-step tasks so students can adhere to the homework timeframe each evening.
- To provide some flexibility in the homework programme, each term in the Senior School will feature a 'reading week' in which students are given reading tasks in place of formal written homework. This is not a 'no homework' week, but an opportunity to undertake wider reading and provide breathing space at particularly busy points in the term. Homework Club is suspended for the duration of reading weeks.
- Please note that in the first term of Year 7 homework will consist of shorter tasks designed to acclimatise students to the homework regime of a senior school.
- For students who are boarders there will be communication between teachers, boarding staff and/or host families when homework challenges arise to ensure support is consistent.

3.2 Sixth Form

Homework will be set at least once a week in each subject. It should amount to approximately 4 hours 30 minutes per subject per week in Year 12, and 6 hours per subject per week in Year 13.

4. Administration and monitoring of homework

For all year groups, staff should ensure that all homework is available online, via a Teams Assignment

Class teachers are responsible for setting, marking, recording and reporting on homework, and so it should always be the class teacher who addresses concerns about production of work with the student, and then takes appropriate action to ensure work is completed to a high standard. Where homework has not reached the required standard, students may be asked to represent it. Non-production of homework will be reported by subject teachers to Personal Tutors/Director of Studies. In the first instance, a missed homework should be logged on iSAMS at the Senior School ~~and the International Section~~. Class teachers should raise any persistent issues regarding substandard or late homework with Personal Tutors/Director of Studies, who will then discuss this with their tutees. It is the Personal Tutors/Director of Studies' role to then raise these issues with the student's parents and, where relevant, Head of House. Class teachers will follow up on missed homework as outlined in the Behaviour, Rules, Rewards and Sanctions policy, which is available from the [school website](#).

All communications received from parents, Heads of House and host families regarding homework should be passed to the relevant teacher(s) and Head of Department, who may then share this information with senior leadership, where appropriate.

5. Submission

Completed homework must be submitted on time unless there are extenuating circumstances which need to be conveyed to the relevant teacher at the earliest opportunity.

6. Feedback, assessment and grading

The purpose of feedback is to make students think and improve student learning. Feedback can be used for both supporting students in understanding their errors and in stretching and extending students beyond their current learning. Students regularly receive a wide range of other types of feedback in addition to traditional marked work.

Feedback should:

- **Encourage reflection**, self-assessment and student follow up actions.
- Be **specific** and related to learning objectives and success criteria.
- **Recognise and praise** achievements while identifying areas for improvement.
- Be **manageable** for teachers and meaningful for students.
- Be **personalised** and accessible for all students.

Staff should mark work regularly with the following best practice in mind:

- It is essential to give students time in lessons to read and absorb and respond to their comments and/or have the opportunity to discuss this directly with the teacher.
- Where appropriate, there should be specific action points for a student to address as well as targets for future learning. There is an expectation that students should respond to action points and correct mistakes where indicated. There should be explicit evidence of engagement with developing the quality of their work: for example, students could be asked to write their action points and/or targets at the top of subsequent work before it is written.
- Not all work that students produce requires marking. When work is marked, it may simply be an acknowledgement of the work completed, some errors highlighted to be addressed, or an

overall grade to reflect performance on the piece of work. However, this should be balanced with constructive formative feedback as described above.

Where appropriate, teachers will record level/grade of work for their records. The information gained from marking and assessment should be used alongside other information to adjust future teaching plans. Information about student progress should be shared with the Head of Department and, when appropriate, with other members of the department. Tracking data for homework should be available for discussion with senior leaders and parents should it be required.

Plagiarism is regarded as seriously as cheating. Plagiarism is copying someone else's work and claiming it as your own and includes the use of AI to produce work, please see the relevant AI policy for more information. If a student is found to have plagiarised for classwork or homework they may be required to re-do a piece of work. If a student plagiarises for coursework, assessments or exams their work will be disqualified. For further details see the Plagiarism and AI policies available from the [school website](#).

7. Grading

Grades or marks may be given at the discretion of the teacher where this is appropriate (in a test, for example) or where this is likely to enhance student learning and progress (when students tackle exam-style questions, for example). Equally teachers may adopt a non-grading policy for some work, based on evidence that students are more likely to pay attention to feedback and apply suggestions for progress if a specific mark or grade is not given. In such cases teachers should keep a record of any grade (or a review of the work) they have privately ascribed to that work.

That said, it is important that students are made aware of their progress relative to public examination board standards on a regular basis. Such awareness can be gained through examination grading. It is essential that these students have a clear sense of how they are being assessed and have an understanding of how a grade has been determined. For relevant subjects detailed reference to examination board standards should be provided to students, allowing students to appreciate fully the assessment criteria used by the relevant examining body.

Students should have a clear sense of what success looks like in order to make effective progress. Exemplar material and model responses can be useful in showing students what is required for a particular grade or mark. This should be used in combination with many other teaching techniques.

9. Frequency and speed of return of marking

Marking should be returned as quickly as possible and sufficiently swiftly to enable students to apply any necessary correction to subsequent tasks. Marked homework work will typically be returned the lesson following hand-in, although there may some instances where the timetable makes this impractical, in this situation it will be returned within one week. Class books will be marked weekly.

10. Work Scrutiny

In order to maintain standards, a selection of student work should be scrutinised by Heads of Department on a regular, though not necessarily frequent, basis to evaluate the quality of marking and feedback. Advice should then be given to staff as appropriate.

Work scrutiny may also be conducted by Heads of Faculty, the Director of Academic Studies, and Deputy/Assistant Heads Academic for the purpose of quality assurance.

11. Departmental policies and the responsibilities of Heads of Department

Each department has its own homework and assessment policy which gives details of the specific needs of that subject and the approaches adopted by the department. Heads of Department are responsible for the development, review and consistent implementation of the policy in their department.

All departmental policies must be consistent with this overarching school policy. They should include specific reference to the types of assessment used and the purpose of that assessment, alongside the main strategies and approaches used in the department.

12. Right to review centre-assessed marks

Controlled assessments and coursework may form part of a student's final grade in an examination. d'Overbroeck's is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. d'Overbroeck's is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

- a) d'Overbroeck's will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- b) d'Overbroeck's will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- c) d'Overbroeck's will, having received a request for copies of materials, promptly make them available to the candidate.
- d) d'Overbroeck's will provide candidates with sufficient time to allow them to review copies of materials and reach a decision.
- e) Requests for reviews of marking must be made in writing by completing the appropriate Microsoft form.
- f) d'Overbroeck's will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- g) d'Overbroeck's will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- h) d'Overbroeck's will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- i) The candidate will be informed in writing of the outcome of the review of the centre's marking.
- j) The outcome of the review of the centre's marking will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. That process is outside the control of d'Overbroeck's and is not covered by this procedure.

13. Associated policies

The following policies are available from the [school website](#) or upon request from the school office.

- Artificial Intelligence (AI) policy
- Behaviour, rules, rewards and sanctions policy
- Curriculum policy
- Disability inclusion policy (including the Accessibility Plan)
- Plagiarism policy
- SEND policy

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