
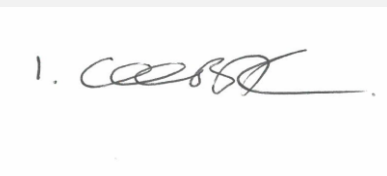




Homework Policy

| | |
|-----------------------|--|
| Responsible person | |
| Date adopted | November 2023 |
| Review cycle | Annual |
| Last review date | November 2023 |
| Next review date | November 2024 |
| Signed by Governors |  |
| Signed by Headteacher |  |

Summary of Amendments

| Version number | Amendment description | Amended by | Date |
|----------------|-----------------------|------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

1. Homework

The classroom is not the only environment where successful learning can take place. The regular setting of thoughtful, challenging and differentiated homework is essential for the individual pupil to reach their potential.

Best practice in homework:

- reinforces the learning in lesson;
- allows pupils to practice newly acquired skills;
- encourages pupils to ascertain information for themselves;
- helps build independence and confidence;
- provides opportunities for parents/carers to work with their child;
- enables pupils to cover more work and complete coursework;
- gives vital revision time for tests and exams;
- fosters good attitudes to learning.

2. Policy Aim

To provide clear guidance on the setting of homework and procedures in place for dealing with non-completion.

3. Setting homework

- A key factor to bear in mind when setting homework is that, in the eyes of the pupil, homework should be a ***routine***. Academic research reveals that pupils, for the most part, enjoy completing homework as it allows them to gain a better understanding of the work done in the classroom and, where possible, pursue their own areas of interest.
- Homework will not be given in a rush at the end of the lesson. Homework is an integral part of the learning process; teachers will spend time carefully explaining what is required, how long it is supposed to take and the date for completion. Ideally, this will be written on the board/screen at the front of the classroom, as pupils with learning difficulties often fail to make a correct note of the homework when the procedure is rushed.
- Homework can take several forms: This can be **100% sheets** (*see box below*), research to prepare for future learning, completion of tasks started in lesson, use of online platforms such as MathsWatch and Seneca Learning, and revision for assessments and exams.
- Homework will be recorded on **ClassCharts** (*see box below*).
- Staff will give pupils sufficient time to complete homework to a high standard and avoid issuing homework for the next day.
- Homework will also be differentiated. As with classroom teaching, pupils may need to be set slightly different tasks to ensure that the time spent on the homework is as fruitful as possible. It is important for the setting of homework to reflect the distinction between differentiation by task and differentiation by outcome.

For example 100% sheets, as outlined below, can be differentiated by setting students larger or smaller amounts to learn. The quizzes can then be adapted depending on what students have been set for homework.

100% Sheets

100% Sheets are a key feature of homework set at Key Stage 3 and 4. Leaders of Learning will decide how frequently their subject area will set 100% sheets. Their purpose is to help pupils learn key knowledge and vocabulary, enabling them to access challenging work in lessons.

Pupils and parents/carers have been shown how to learn these sheets off by heart using the “Look, Cover, Write, Check” method.

Teachers should assess how well pupils have learned 100% sheets with quizzes. These provide the evidence that pupils have engaged with homework and learnt key knowledge.

ClassCharts

ClassCharts is used by teachers to **record all homework set**. This is key for helping pupils to be organised and allowing them to see all their homework in one place and when it is due in. Parents and carers can also see homework set allowing them to support their child.

Teachers can use ClassCharts to give any specific instructions, attach resources, and provide links to online resources and platforms.

ClassCharts is used to **record students’ completion and submission of homework**. It is also used to record non-completion of homework.

ClassCharts is used to **award positive and negative behaviour points**. Positive points should be awarded for homework completed with effort to a good standard, bearing in mind the ability of the pupil. Negative points should be given when homework is not completed.

4. How much homework should be set?

At Key Stage 3

Core departments (English, Maths, and Science) should set homework once per week that takes pupils 30 minutes to complete.

Other departments should set homework once per fortnight, taking pupils 30 minutes to complete.

At Key Stage 4

All subjects should set homework of 45 minutes each week for pupils.

At Key Stage 5

Each subject should set 3 hours of homework each week. Pupils are also expected to supplement work in lessons and for homework with self-directed study (e.g. background research and reading around the subject). This work may be done at home or during the pupil’s non-contact lessons.

In addition, at all key stages, homework will be set during holidays preceding internal and external exams.

5. Responsibilities

The role of the pupil

1. To listen to homework instructions in class.
2. To copy down instructions for the task and deadline date as necessary
3. To access ClassCharts to help organisation and completion of homework
4. To ensure that homework is completed and handed in to meet the deadline.
5. To attempt all work and give their best.
6. To inform the class teacher of any difficulties prior to the deadline date

The role of the teacher

1. To set homework that allows students to be successful and to follow this up with positive praise, so developing positive attitudes to homework and independent learning.
2. To set homework using ClassCharts (setting a realistic deadline and giving full instructions and guidance)
3. Provide help and support where required
4. Record completion of homework, awarding positive and negative points where appropriate.

The role of parents:

1. Support your child's organisation and help them to develop good routines, ensuring that all homework is completed and deadlines are met.
2. Providing a table, chair and a quiet place to work without distractions
3. Ensuring that outside clubs/activities do not hamper a child's quality of work and put a child under undue pressure.
4. Checking presentation and content of all homework being returned to school.
5. Providing the school with information about any problems via email or telephone call.

The role of middle and senior leaders

1. The rewards and sanctions policy should be followed to ensure consistency across the school in regard to non-completion of homework.
2. If a pupil has acquired the habit of not completing the set homework tasks across more than one subject area, then it is the responsibility of **Leaders** to inform the parents/carers.
3. **Leaders of Learning** will monitor the quality and variety of homework set to match pupil ability and staff adherence to the homework policy.
4. **SLT AHT** with responsibility for homework will sample homework records, sample examples of work and talk to students, and will review the school policy annually.