



# Homework Policy

Approved by The Senior Leadership Team on: 28 November 2018

Next review date: November 2023



## **Rationale**

Homework (consolidation, extension and enrichment activities outside the classroom) helps to develop students' independent learning, research skills and personal work discipline such as organising time and meeting deadlines. This should be balanced with other important features of a healthy life, like physical exercise, membership of clubs and other out of school activities.

## **Principles**

We aim to ensure that:

- Appropriate tasks are set to consolidate, extend and enrich the curriculum.
- The purpose of each task is clear to students.
- The quantity of homework and its difficulty is differentiated to meet all needs and ability levels.
- Deadlines are fair and realistic so that pupils have sufficient time to complete work to a good standard.
- Support and facilities will be available (usually during lunch or after school) to help pupils complete homework where required.
- Students are supported to develop good 'after-school' study habits as well as the key skills needed to support them to independently secure and deepen their learning.

## **Expectations**

### **Key Stage 3 (Years 7, 8 and 9)**

All students in Years 7, 8 and 9 are actively encouraged to develop an 'after-school' work habit to support and deepen their learning, and practice the skills that will help them to become more effective independent learners in Key Stage 4.

Students should spend around 30-90 minutes every school evening (and no more than 3 hours at the weekend) on tasks set by class teachers or, if no specific tasks have been set, on independent study.

Students should not spend more than an hour and a half an evening (or more than 3 hours at the weekend) on school-based work as it is important that they maintain a healthy balance between work and other activities.

## a) Homework

Students will be set homework regularly in a range of subjects:

- Core subjects (English, Maths and Science), Humanities subjects (History, Geography and RE) and Modern Foreign Languages will generally set one homework each week.
- All other subjects will set homework when required.
- Most tasks set will typically take about 20-30 minutes to complete.
- The guidelines for subjects will be applied consistently across teaching groups.
- Sometimes the tasks will be formal tasks to be handed in and marked with appropriate feedback given. However, often tasks will be 'guided study', where the students are directed to review and rewrite their recent learning; to recall and review earlier learning; or to revise their learning for an assessment.
- There will be some extended tasks set which will require pupils to plan work over a longer period of time to meet a deadline. (Some subjects will use this as their principal method for setting homework in order to equip pupils with the necessary subject skills for KS4.)

## b) Independent Study

Where students do not have a set piece of homework to complete, or have not been given 'guided study' to undertake, they are expected to reinforce their learning. This might include:

- Learning key words, vocabulary, definitions, formulae, or subject-specific spellings.
- Re-reading some of the day's notes and reproducing them as: revision cards, mind-maps, diagrams, flow charts etc.
- Using web-based apps or revision materials, (e.g. BBC Bitesize, HegartyMaths, Memorize, Educake, Kaboodle etc).
- Setting themselves (and answering) quiz questions based on their current topics.
- Going back over prior learning in previous units or modules.
- Wider reading around the subject (e.g. literature, newspapers, journals, blogs, text books etc).

The school will produce a guide for students on Independent Study Strategies, with subject specific guidance to support them in using their time effectively.

## **Key Stage 4**

All students in Years 10 and 11 are expected to maintain and build on the good 'after-school' work habits established in Key Stage 3 in order to consolidate and deepen their learning in their various exam subjects.

Students should spend around 1-2 hours every school evening (and no more than 4 hours at the weekend) on tasks set by class teachers, or if no specific tasks have been set, on independent study.

Students should not spend more than two hours an evening (or more than 4 hours at the weekend) on school-based work as it is important that they maintain a healthy balance between work and other activities.

### a) Set Tasks

- Work will be set by teachers, in accordance with departmental policies, to meet the demands of their examination syllabuses.
- Tasks may include consolidating class based work, preparing exam-style answers, conducting independent research type tasks, revision, practicing key skills etc.
- In some subjects where extended coursework tasks form part of the final assessment, students will be expected to undertake part of this work outside of the classroom. Interim deadlines will usually be set for these tasks and students will be expected to closely adhere to these.
- Tasks should typically take between 30 and 45 minutes per subject.
- Sometimes the tasks will be formal tasks to be handed in and marked with appropriate feedback given. However, often tasks will be 'guided study', where the students are directed to review and rewrite their recent learning; to recall and review earlier learning; or to revise their learning for an assessment.

### b) Independent Study

Where students do not have a set piece of homework to complete, or have not been given 'guided study' to undertake, they are expected to reinforce their learning. This might include::

- Learning key words, vocabulary, definitions, formulae, or subject-specific spellings.
- Re-reading some of the day's notes and reproducing them as: revision cards, mind-maps, diagrams, flow charts etc.

- Using web-based apps or revision materials, (e.g. BBC Bitesize, MyMaths, Memorize, Corbett Maths etc).
- Setting themselves (and answering) quiz questions based on their current topics.
- Going back over prior learning in previous units or modules.
- Wider reading around the subject (e.g. literature, newspapers, journals, blogs, text books etc).

The school will produce a guide for students on Independent Study Strategies, with subject specific guidance to support them in using their time effectively.

## **Roles and responsibilities**

### **Senior Leadership Team**

- Take responsibility for monitoring the policy.
- Report to governors on progress on implementing this policy.
- Promote the implementation of this policy through the home school agreement and the annual Tutor/Parents meetings
- Support middle leaders in enforcing expectations with students.
- Develop a whole school approach to following up students that do not complete homework on time

### **Heads of Department**

- Take responsibility for monitoring and implementing this policy for the department.
- Lead the planning of schemes of work that includes consolidation, extension and enrichment work to support learning.
- Provide a "bank" of home learning tasks which are accessible on the portal.
- Support class teachers in enforcing expectations with students, intervening as appropriate.
- Support class teachers in implementing the whole school approach to following up students that do not complete homework on time

### **Heads of Year**

- Take responsibility for monitoring and implementing this policy for the year group.

- Communicate homework expectations to pupils and parents at the beginning of each school year (through letters home, website, tutorial sessions, etc).
- Support departments in enforcing expectations with students.
- Identify and work with students that are struggling to complete homework across a range of subjects.
- Support Heads of Department and Class Teachers in implementing the whole school approach to following up students that do not complete homework on time

### **Tutors**

- Communicate homework expectations to pupils.
- Monitor the implementation of this policy for the tutor group (checking planners, mentoring pupils, etc).
- Support middle leaders and Class Teachers in implementing the whole school approach to following up students that do not complete homework on time
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### **Subject teachers**

- Plan and set appropriate tasks to consolidate, extend and enrich learning.
- Set fair and realistic deadlines for the completion of tasks so that pupils have sufficient time to complete the work to a good standard.
- Acknowledge completed work and provide feedback to pupils as appropriate
- Record and report on pupils' homework.
- Follow the whole school approach to following up students that do not complete homework on time