



HOMEWORK POLICY

Version Control	Date	Author	Amendment

Approved by:	Governing Body	Date: 12.10.2022
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Last reviewed on:	October 2022	
Next review due by:	October 2023	

'The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.' EEF 2021

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. This can be done in extra-curricular homework clubs, or at home.

1. Introduction

Homework is an integral part of education in that it:-

- Promotes students' self-discipline and personal responsibility for learning and organisation.
- Reinforces work studied in class, extending knowledge and understanding.
- Helps to support recall and retrieval of knowledge and skills.
- Gives opportunities to practise and develop study skills.
- Allows parents/carers to become involved in their child's learning.
- Is valuable in ensuring students' progress and raising achievement.

2. Amount of Homework

Each curriculum area has its own policy for homework, which is underpinned in research for that subject. For those subjects that do set homework, this will be set via Satchel One (Years 7 to 11).

In the Sixth Form, homework is referred to as 'Independent Study' and will be set via Microsoft Teams. Independent study should mirror the number of learning hours.

Students will need to learn to manage their time so that they do some homework each evening. Teachers will set meaningful homework according to the schedule outlined by the individual subject. At Key Stage 3, homework tasks will be retrieval practice and low-stakes tests. At Key Stages 4 and 5, tasks will range from retrieval and recall tasks, quizzes and exam-style responses

Students will have **three days** minimum to complete homework. This allows time for students to speak to teachers in cases of difficulty or for students with extra-curricular commitments to organise their time.

3. The role of parents in supporting their child

At the start of each academic year parents will receive login details in order to access Satchel One. Parents are able to view their child's homework and see when it is due it, whether it has been submitted, and read teacher feedback.

4. The planning & nature of homework tasks

Homework tasks should:-

- Be relevant, meaningful and set for a purpose.
- Not be used for "finishing off" class work. This places a heavy burden on some students and too light a demand on others.
- Be differentiated on the basis of prior assessment to provide an equal and appropriate challenge for students of differing abilities.
- Be manageable for students in terms of time and resources.
- Be explained clearly to students so that they know what they need to do and how the work will be assessed.
- Be manageable for staff in terms of feedback.
- Be varied but mainly focus on retrieval practice, revision of material or flipped learning.

Suggestions include:-

- Low-stake quizzes.
- Revision activities in preparation for examinations or assessments such as the revision clock
- At GCSE and A level, tasks might include practice exam questions and papers

5. Special Educational Needs

5.1 For those pupils who have SEN, students' homework tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.

5.2 Homework should give SEN students plenty of opportunities to succeed

5.3 Support is available for SEN students to complete their homework in The Hub after school Monday - Thursday 3:10-3:45 staffed by a teaching assistant.

6. The recording & monitoring of homework

6.1 Homework must be set in line with the Curriculum Homework Policy.

6.2 All homework must be set on Satchel One.

6.3 The Senior Leadership Team will monitor Satchel One to ensure that homework is being set in accordance with Curriculum Homework Policy, and will carry out systematic sampling at regular intervals.

6.4 Homework must be marked as 'Submitted' on Satchel One as a record of student engagement for parent evenings and tracking. It is strongly advised that online submissions are set as the default on Satchel One.

7. Feedback to students

7.1 Effective and prompt feedback is fundamental in helping students to progress.

7.2 Feedback should be provided to students in line with school and department feedback guidelines and policies

7.3 KUDOS points must be awarded for the submission of homework. In addition, extra KUDOS may be awarded for the quality of work. KUDOS for homework will run separately to KUDOS on the Arbor system and will have a separate reward system.

8. Strategies for supporting the completion of homework

8.1 The primary aim is to impress upon students that homework is a vital part of their education, to be done at home or within study support sessions. A variety of strategies must be employed to ensure the successful completion of homework. It is important that teachers reward completion using the Kudos point system. The responsibility for completing homework by the published deadline lies with the student.

8.2 If students fail to submit or complete homework this must be recorded by subject staff on Satchel One. Detentions must not be set for non-completion – the following steps must be taken:

- **Class teacher contacts home after two non-completions**
- **Curriculum lead is informed**

- If the issue persists, referral to Head of Year for further contact home

9. Guidelines for homework in Years 12 & 13

9.1 Purpose

- For students following post-16 courses homework is a vital part of the course/content and must be planned as part of the scheme of work.
- Students must be encouraged to take responsibility for their own learning and personal organisation.

9.2 Nature of tasks

- Structured homework tasks must relate to the assessment criteria and be geared towards examination or coursework requirements. Homework will be marked with an 'A' level or BTEC grade where appropriate and a clear indication of how far the student is from the next highest grade and how to achieve it.
- Self-organised study, such as reading and revision, must be highlighted as vital at the start of each course. Guidance must be provided regularly to help students with these tasks.
- Homework for vocational subjects must be set in line with coursework requirements.
- The setting of homework tasks must be co-ordinated within subject areas to ensure that the amount set is both adequate and realistic.

10. Responsibilities

10.1 Students

- to check tasks on Satchel One to enable efficient planning of time and completion
- to do the set tasks and meet deadlines through effective time management
- to develop skills in independent learning in order to complete tasks
- to label homework as such in books or other work
- to seek appropriate help and support, if required, in order to complete tasks prior to submission deadlines
- to complete set tasks to their best of their ability
- to make home study a priority and use the time effectively, even when set tasks have not been given, for revision and reviewing of work

10.2 Staff

- to set appropriate tasks on Satchel One at a frequency appropriate to the subject homework policy
- to provide students with feedback on their homework.
- to ensure that progress checks are incorporated when tasks are given over a longer period of time
- to monitor completion and quality of tasks.
- for class teacher to contact parents/carers if there are recurrent problems and inform Curriculum, Leads and Head of Year if appropriate.
- SLT and Curriculum leads to monitor the setting of tasks in their department.
- to comment on 'Attitudes to Home Learning' when reporting to parents.

10.3 Parents/Carers

- to support teachers by making sure tasks are completed through use of Satchel One
- to endeavour to provide a suitable learning environment for homework using the parent support guide for suggestions
- to contact school if there are recurrent problems
- to monitor the amount of time spent on home study