

## Homework

### 1. Rationale

- 1.1. Homework is an important part of a child's education, and can add much to their learning and development. The Education Endowment Foundation (EEF) highlight that homework is important in raising student achievement, with effective homework adding an average of five months additional progress for students. Homework is also an opportunity to involve parents/carers in students learning in school. Homework can play a positive role in raising a child's level of engagement in learning and their overall attainment.
- 1.2. However, we also acknowledge the importance of family time and time for children to engage in activities outside of school. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our students. We also acknowledge that too much homework or homework that is lacking in purpose and clarity can have a detrimental effect on children's engagement and confidence.

### 2. Principles

- 2.1. Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.
- 2.2. Homework should have a focus on quality rather than quantity. There should be a clear learning purpose to any homework set.
- 2.3. Homework is most effective when it relates to learning during lessons in school time, where homework is an integral part of the learning, rather than an add-on. As such, it requires careful planning and integration into each curriculum area.
- 2.4. Not all homework is done at home. For some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

### 3. Purpose

- 3.1. Homework set at Millthorpe school should:
  - Promote independent learning
  - Extend students' learning
  - Consolidate students' learning
  - Allow students to demonstrate their progress and understanding
  - Inform and involve parents
  - Prepare students for lesson activities
  - Enhance students' study skills e.g. planning, time management and self-discipline

### 4. Recording and Publishing Homework

- 4.1. All homework set should be recorded in students' planners against the relevant subject on the date set. All teaching staff will allow time in lesson to ensure this takes place.

- 4.2. Teachers will issue a clear deadline which should be recorded in students' planners when the homework is set. All teaching staff will allow time in lesson to ensure this takes place.
- 4.3. All homework and the accompanying lesson resources will be published on Google Classroom.

**5. Feedback**

- 5.1. Each homework task set must be acknowledged and receive timely feedback. Extended homework tasks or projects must be structured into separate tasks that receive individual acknowledgement and feedback. This could be:
  - Teacher assessed and returned to the student for improvements (green pen)
  - Teacher assessed and returned in Google Classroom
  - Automatically assessed with feedback via an app such as Google Forms
  - Structured peer-assessment in lesson (green pen)
  - Structured self-assessment in lesson (green pen)
  - Used as part of the lesson e.g. homework utilised in a starter task

**6. Frequency & Duration**

- 6.1. In Key Stage 3 the amount of homework set for each subject will depend on the time students spend in that subject. Students should expect more homework from subjects they spend more time in.

In Years 7, 8 and 9 students should expect the following homework:

<b>Timetable Allocation</b>	<b>Homework Allocation</b>
1 to 3 lessons per fortnight	30 minutes of homework per subject per fortnight*
4 to 6 lessons per fortnight	60 minutes of homework per subject per fortnight*

\*This may take the form of shorter weekly tasks.

This will mean that students in Key Stage 3 should expect to receive approximately 5 hours of homework in total per week (one hour per school day).

- 6.2. In Key Stage 4, students should expect a maximum of 60 minutes of homework per week for each GCSE subject which will usually equate to 8 hours of homework in total per week (English, English Literature, Maths, Science, Option subjects 1 to 4).
- 6.3. Students can sometimes spend too long on a homework task. We do not want to stop students from doing extra work, but we do want students to have a manageable workload and healthy balance between school work and other activities/family time. Excessively long responses may also make it difficult to provide good quality feedback.
- 6.4. In some cases students do not give adequate time to a homework task, which reduces the quality and impact of the work. Teachers will tell students how long they need to spend on the task set. This will be recorded in the planner and indicated on Google Classroom. This will make expectations clear and help parents/carers to support their child with the completion of homework.

## 7. Deadlines

- 7.1. In Key Stage 3 the deadline for a homework task must allow for 15 minutes of work per weeknight. Therefore, a 30 minute task must allow for 2 school days. For example, a 30 minute task set on Friday would need a deadline of the following Tuesday at the earliest.
- 7.2. In Key Stage 4 the deadline for a homework task must allow for 30 minutes of work per weeknight. Therefore, a 60 minute task must allow for 2 school days before the submission deadline.
- 7.3. Submission deadlines should be clear and given to students when the homework is set. Teachers will ensure this is recorded in students' planners and published on Google Classroom.

## 8. Responsibilities

- 8.1. The role of the student
  - To listen to homework instructions in class.
  - To record homework instructions for the task and deadline date into their planner.
  - To ensure that homework is completed and handed in by the deadline.
  - To attempt all work to the best of their ability.
  - To seek help and support from the class teacher before the deadline if possible.
  - To inform the class teacher if the homework took longer than expected.
- 8.2. The role of the Class Teacher
  - Set homework according to the school policy.
  - To ensure that homework is accessible for all students
  - Set purposeful, high quality homework related to the learning in lessons
  - Give clear instructions and deadlines.
  - To publish classwork and homework in the relevant Google Classroom
  - Provide effective feedback for all homework tasks.
  - Provide help and support.
  - Follow the school procedures for students who fail to submit homework.
- 8.3. The role of the Form Tutor
  - To monitor that homework is being set and recorded for students in their form.
  - To check that the planner is being used by the student and signed by the parent/carer.
- 8.4. The role of Head of Department
  - To monitor that homework is being set and recorded for all classes in their subject as per the policy.
  - To monitor that the homework set in their subject is purposeful, high quality and linked to the curriculum plan.
  - To identify and share best practice with all teachers as appropriate.
  - To address any concerns and/or instances of noncompliance with the policy.
- 8.5. The role of the Senior Leader/s (SLT)
  - To ensure the policy is communicated to relevant stakeholders
  - To quality assure homework quality across the school
  - To monitor that the amount of time spent on homework across the school is in line with the policy
  - To hold to account all Heads of Department

## 9. Parental concerns or queries

- 9.1. Any concerns or queries about homework in a particular subject should be directed to the subject teacher in the first instance.
- 9.2. Any concerns or queries about homework in general or a child's workload should be directed to the child's form tutor.
- 9.3. Any questions or concerns about the school's homework policy should be directed to SLT.