



## Innovation, Aspiration and Excellence

### Homework Policy

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## Contents

1. Houlton School Homework Policy .....	3
2. Guidance on setting homework and providing effective feedback .....	3
3. Homework Tasks .....	4
4. Time spent on homework.....	5
5. Procedures when pupils fail to complete homework.....	5
6. Monitoring and evaluation .....	6
7. Subject homework tariffs.....	6
8. Post 16 .....	7

## **1. Houlton School Homework Policy**

### **The Purpose of Homework**

Homework must provide appropriate avenues for pupils to make progress. Pupils should be given the opportunity to both extend and consolidate learning from the classroom in the following ways:

- To encourage pupils to develop the skills needed for independent learning using the Diagnosis Therapy Testing Retest (“DTTR”) model and the Houlton School LORIC programme
- To develop self-discipline in work habits including working to deadlines
- To consolidate, reinforce and extend the skills, knowledge and powerful knowledge developed in the classroom and in subject PLCs
- To enable classwork to concentrate on those activities requiring teachers’ direct instruction, support or guidance
- To open up areas of study or sources of information that are not accessible in the classroom
- To enable pupils to meet the demands of coursework assignments or controlled assessment
- To prepare pupils for school and public examinations
- To encourage parents/carers to be involved in pupils’ learning.

### **2. Guidance on setting homework and providing effective feedback**

- Homework should be set and explained during rather than at the end of the lesson as part of the academic purpose of the lesson
- Homework must set on Edulink/Google Classroom with clear instructions and dates for completion
- Pupils with SEND needs should be given differentiated tasks for homework where it is deemed appropriate to do so by the Inclusion Team and support in understanding the tasks set during the lesson as per their SEND passport.
- Homework must be embedded into the scheme of learning
- The homework tasks set should be appropriate to the needs, age and ability of the pupils concerned
- Where there is only one lesson a week homework may be set alternate weeks

- Some departments may choose to set an extended piece of work which may be set across several weeks. In this case, the teacher must build in a regular checking mechanism to monitor progress to date with each pupil. Teachers must ensure that any extended project should be listed on Teams each week
- Meaningful feedback on homework tasks must be given to pupils in a timely fashion making links to the school's LORIC curriculum
- Homework might be used to facilitate flipped learning, or it might be peer/self-assessed using clear success criteria.

### 3. Homework Tasks

A variety of tasks should be set for homework which are designed to encourage pupils to explore a range in independent learning styles and resources. Departments should discuss suitable homework tasks when reviewing schemes of learning and teams of teachers are encouraged to plan homework collaboratively, and with other Trust schools where appropriate. Tasks should be carefully differentiated to meet the learning needs of pupils. Some homework may be common across specific sets/classes in a year group. Pupils with EHC Plans for SEND must have clearly differentiated tasks.

Possible homework tasks might be:

- Research, analyse, interpret a resource of area of study
- Designing a product or experiment
- Essay writing or planning
- Reading (with avenues to follow this up in class)
- Simple experiments
- Report writing
- Drawing
- Drafting
- Model making
- Interviews or questionnaires
- Revision, knowledge organisers or 'thinking hard' activities
- Project Investigations
- Library work
- ICT applications
- Listening
- Learning

- Preparation work or DIRT tasks

Teachers should, as far as possible, avoid setting homework which is finishing off tasks of work which should have been completed in the lesson. Pupils should always indicate which tasks in their exercise books are homework by writing the word homework in the margin and dating the work. Where appropriate pupils should receive differentiated tasks or a choice of tasks to complete as homework and should indicate which task has been selected.

#### **4. Time spent on homework**

- Y7 and Y8 pupils should spend 45-90 minutes in total a day on homework.
- Y9 pupils should spend 1-2 hours a day on homework.
- Y10 and Y11 pupils should spend between 1.5 to 2.5 hours a day on homework.
- Y12 and Y13 pupils should be set 4 hours of homework per single award subject each week. In addition, all non-timetabled periods at school should be devoted to private study/extension work. Post 16 Pupils should commit in total 7-10 hours per subject per week to study outside of lessons.

#### **5. Procedures when pupils fail to complete homework**

- Homework must be completed on time with clear deadlines set. Should pupils persistently fail to submit homework a departmental C3 Faculty Detention will be issued and the subject teacher should contact home
- Sixth Form should be issued a SFC for failure to complete homework.
- Valid reasons for late homework must be supported by a letter from home; and may or may not be approved
- Subject teachers will involve Faculty/Subject Leaders where pupils have failed to complete homework three times, or the quality of homework causes concern
- If a pupil persistently fails to complete homework to a suitable standard the Subject Leader will inform the parents
- Progress Leader / Head of Sixth Form should be involved if there is a pattern of lack of homework across the board

## 6. Monitoring and evaluation

Primary responsibility for monitoring homework lies with the teacher who set the homework. Form Tutors and Pastoral Leaders/Progress Leaders will also monitor and track C3's to intervene where patterns or trends emerge. This will be checked on a weekly basis. Communication with parents / carers should be made by the subject teacher in the first instance following a C3 for non-submission of homework.

Faculty/Subject Leaders are also responsible for monitoring the quality, quantity, frequency and variety of homework set in their subject area. Departmental book trawls and folder checks will support this.

Senior Leaders will be responsible for monitoring the overall effectiveness of the Homework Policy across the school. This will involve monitoring selected pupils, monitoring a year group, sampling exercise books and assignments and checking diaries.

Subject Leaders, Head of Year and the Senior Leadership Team will review the Homework Policy annually. Parents may also be involved in such a review.

## 7. Subject homework tariffs

### KS3

- Mathematics, English and Science 45 minutes per week. This may be either 1 longer activity or 2 shorter activities.
- Humanities subjects should set 30 minutes of homework per week
- Art, Technology and Modern Foreign Languages 30 minutes homework per week
- Music, Drama, Dance and IT One 30-minute homework per fortnight.

### KS4

- Mathematics, English and Science 2 or 3 pieces of homework per week; or 1 longer piece, to reflect the needs of the programme
- Humanities and languages 1 or 2 pieces of homework per week
- Option subjects 1 or 2 pieces of homework per week
- Each piece of homework is expected to be approximately 45 minutes

The demands of the examination specification require that major assignments for coursework assessment and examination preparation are set. This means that homework may be set on

a more flexible basis at key points in Key Stage 4, with some shorter pieces of work and some extended tasks that are spread over several weeks.

## **8. Post 16**

Pupils have varied timetables and homework should reflect the individual learning programme of each pupil. There are high expectations in terms of lesson preparation and research and homework, independent work and coursework deadlines will be set by the individual teacher. For each level 3 course pupils should spend 7-10 hours a week outside of lessons on homework and extended study. For GCSE resit courses, pupils should spend 2 hours of homework and independent study each week.