



Innovation, Aspiration and Excellence

Homework Policy

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School Link	Nathan Ellis	
Principal	Michael McCulley	
Chair of Local Governing Board	Johanne Thomas	
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Author(s)	Nathan Ellis	
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1. Houlton School Homework Policy

The Purpose of Homework

Homework must provide appropriate avenues for pupils to make progress. The [Education Endowment Foundation](#) found that homework has a positive impact on average (+5 months) with pupils in secondary schools. As such, we believe that pupils should be given the opportunity to both extend and consolidate learning from the classroom. The purpose of homework at Houlton School includes the following:

- To encourage pupils to develop the skills needed for independent learning using the Diagnosis Therapy Testing Revisiting (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 and knowledge developed in the classroom and where appropriate in subject personal learner checklists (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

When we set homework at Houlton School we are guided by the following questions to ensure that pupils get the greatest benefit from homework completion:

1. Has the purpose of the homework been made clear to pupils?
2. Are pupils in possession of all the resources required to undertake the task independently?
3. Have we planned to provide specific and timely feedback to pupils on their home learning?

It is important that both the level of challenge and the feedback given are considered to ensure that homework promotes a greater love of school and a greater interest in learning. Therefore, we follow the guidance below:

- Explanations of set homework should be given clearly with the purpose of any homework being articulated to pupils. As such, sufficient time should be given to any explanation of homework to ensure that all pupils understand what is required of them in order to produce the expected standard of work.
- Homework must be set on Edulink with clear instructions, dates for completion and any resources that will be required in order to complete the work set.
- Teachers may also wish to set homework on google classroom but this is not compulsory.
- Pupils will be given at least one week in order to complete the homework set for each subject unless that homework has been set for completion over a number of weeks.
- Pupils with SEND needs should be supported in understanding the homework tasks being set as per their SEND passport. Pupils with SEND may also need to be given differentiated homework tasks where it is deemed appropriate to do so by the Inclusion Team.
- Tasks should be carefully differentiated to meet the learning needs of all pupils.
- Pupils with EHC Plans for SEND may need to have clearly differentiated tasks.
- Homework must be in line with the subject curriculum to ensure consistency for all pupils.
- Homework tasks set should be appropriate to the needs, age and ability of the pupils concerned.
- 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.
- Meaningful feedback on homework tasks must be given to pupils in a timely fashion as this is supported to have a greater impact on learning ([EEF](#)). As such, teachers may utilise bell tasks to review the homework that has been completed.
- Homework might be used to facilitate flipped learning; homework might also be peer/self-assessed using clear success criteria that are accessible for all pupils.

3. Homework Tasks

We believe that if homework is set and framed effectively, with relevant and purposeful tasks being given to pupils, then it can have an impact on pupils' recall or even mastery of the knowledge and skills taught in class.

A variety of tasks should be set for homework to encourage pupils to explore a range of independent learning styles and resources. Homework tasks should support in 'closing the gap' as part of the school's DTTR approach. As such, homework might provide therapy tasks linked to teacher diagnosis or self-diagnosis in order to help address individual and/or whole class misconceptions and errors. Homework might also provide opportunities for pupils to test their application of knowledge and skill. Departments should discuss suitable homework tasks when reviewing schemes of learning and teams of teachers are encouraged to plan homework collaboratively, and with other TLET schools where appropriate.

Possible homework tasks might include:

- Retrieval practice of key knowledge and vocabulary.
- Guided researching, analysing and interpreting a resource or area of study.
- Summarising notes / creating revision resources.
- Exam question practice (KS4/5).
- Designing a product or experiment.
- Essay writing or planning.
- Reading (with avenues to follow this up in class).
- Conducting simple experiments.
- Report writing.
- Drawing.
- Drafting.
- Model making.
- Interviews or questionnaires.
- Project investigations.
- Preparation work or DIRT tasks.
- Conducting revision activities.

Teachers should, as far as possible, avoid setting homework which is to complete tasks or 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 they should indicate which task has been selected.

4. Time spent on homework

- Y7 and Y8 pupils should spend a maximum of 45-90 minutes 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 a pupil forget or otherwise not complete their homework then a pre-C warning should be issued.
- Should a pupil then fail to present their homework to their member of staff the day following the pre-C warning then a C3 homework detention should be issued and the subject teacher should contact home.
- Sixth Form pupils 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 depending on the circumstances outlined.
- 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 their parents.
- Pupil Experience Leaders / 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 Pupil Experience Leaders will also monitor and track C3's to intervene where patterns or trends emerge. 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 and sampling exercise books/assignments.

Subject Leaders, Pupil Experience Leaders and the Senior Leadership Team will review the Homework Policy annually. Pupils and parents may also be involved in such a review.

7. Subject homework tariffs

Subject homework tariffs will largely be followed as outlined. However, homework will only be set when it is purposeful and appropriate in order to fulfil our policy guidance on setting homework and providing effective feedback. As such, there may be occasions where homework is set less frequently than as stated. Pupils should not spend more time completing homework in any subject area than is described within the subject homework tariffs. Parents / carers are encouraged to contact subject teachers if the demands of homework in particular subject areas seem to be too challenging for their child.

KS3

- Mathematics, English and Science - 30 to 45 minutes per week.
- Humanities subjects - 30 minutes per week.
- Art and Modern Foreign Languages - 30 minutes per week.
- Food Technology, Design Technology - 30 minutes per fortnight.
- Music and Computing - 30 minutes per fortnight.
- Acting - once per half-term.
- Dance - two pieces of homework per Big Question.
- Physical Education - one piece of homework per Big Question.

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 30 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, 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. Where applicable, pupils should spend 2 hours of homework and independent study each week on any GCSE resit courses that they might have.

9. Homework Club and Support

Some pupils may not have a quiet space for home learning; other pupils may find it difficult to associate home with academic learning and therefore learn best when at school. As such, pupils are able to access a daily homework club at Houlton School which runs from 3.15-4.15pm each and every day. Homework club is run by our inclusion team who are available to support pupils with the homework that has been set for them.

Homework timetables will be made available on the school's website as well as being displayed in form rooms to support pupils in organising their home learning each week.