



# High Storrs School

# Learning 3:

# Homework

# Policy

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Minor amendments:

This document should be read in conjunction with seven other key documents in school:

- Curriculum Principles
- Teaching and Learning Principles
- Assessment Principles
- Feedback Principles
- Behaviour Principles and Practices
- Attitude to Learning
- Target Setting and Progress Tracking Policy

### **Homework Principles**

HW needs to be meaningful and support the development of independent working and organisation, but we don't want to overload our students, especially the youngest ones in KS3.

We want HW in all years to require students to work diligently, completing high quality work and to include extended writing skills that they will need for GCSE exams and beyond, but we also want them to be able to enjoy a rich life outside of school including time with family and friends. We would prefer for HW not to be a source of tension at home.

### **Homework is set to fulfil many purposes:**

- It can provide opportunities for students to use their initiative to develop skills of working independently and creatively and taking responsibility for their own learning.
- It can help develop good work habits, organisation, self-discipline and time management skills.
- It allows students some space and time on their own for some deep thinking.
- It can extend and reinforce what has been taught in class and aid longer term retention.
- It can allow students to develop and practise the skills that can lead to mastery and higher achievements.
- It can enable more time to be spent on a topic or for methods to be used that couldn't be used in the classroom.
- It can help home and school work together to support the student's learning.
- It can provide regular feedback to students about their progress.

The focus needs to be on regular setting of meaningful, appropriately accessible and challenging HW. It does not have to be extensive either in the number of subjects or the volume of each one, but each HW should provide an opportunity for independent work and/or consolidation.

### **Homework is seen as effective by students and parents if:**

- It has direct meaning to the student.
- It is relevant to the student's ability, allowing some progress to be achieved by each student.
- It is checked regularly, providing feedback about the student's progress, highlighting how the student can improve and valuing the effort that has been made.
- It stretches and stimulates a student.
- It is an enjoyable exercise.

Students of different ages might get different kinds of homework and should expect a wide variety of activities. These might include:

- Reading
- Writing
- Preparing presentations
- Experiments
- Drafting
- Gathering information
- Planning
- Practising skills
- Designing things
- Preparing revision aids
- Making things
- Drawing
- Making or writing up notes
- Conducting a survey
- Watching relevant TV programmes
- Revising

## Teachers will:

- Set homework using SMHW and refer to it during the lesson.
- Complete the fields in SMHW to indicate clear expectations including due date, likely duration and how the HW should be submitted.
- Ensure there is sufficient time for the students to have accessed and completed the homework before the submission date.
- Set homework up during the lesson so that the students are properly prepared and have an opportunity to clarify their understanding, if necessary.
- Keep a record of homework set.
- Check and follow-up on HW that is not done, or not completed to an adequate standard.
- When teachers follow up on HW, they should be checking the quality of the work, ensuring that it has been properly undertaken by the student with thought and commitment, so that it contributes meaningfully to overall progress in the subject.
- HW can be self-marked or peer-marked, but teachers should review the work and verbal or written feedback should be given.
- Teacher feedback **MUST** occur within a reasonable time period - ideally by the next available lesson.
- Any formal work set that is not a specific written task, eg revision, learning vocabulary etc, should be checked in an appropriate way – eg a test, to ensure that the work has been completed by the student.

## Monitoring implementation

- The classroom teacher has the first tier of responsibility for setting, following up and feeding back on HW for their classes.
- If HW is not completed, or is inadequately undertaken, arrangements must be made by the classroom teacher to ensure the work is done, through a short extension to deadline and/or detention during which the work is done properly.
- **All** missed or inadequate HW should be recorded on SIMS as a Behaviour Event.
- Teachers should keep a record of work completed (or not) as part of their mark book records of the quality of work.
- Alternatively (or as well), teachers can use the submission recording tools within SMHW. The latter will ensure that parents using the App can see when HW has/has not been submitted, or has been submitted late.
- Where multiple HWs have been missed and it is becoming a persistent problem, home should be contacted. Teachers may choose to make contact at the first instance in order to nip it in the bud.
- Subject leaders will monitor staff engagement with the policy, checking that work is being set, followed up and fed back on. To do this they can engage in a range of monitoring activities on a regular basis:
  - Running a SMHW report to see the frequency and quality of tasks set.
  - Checking of mark books to see HW outcomes recorded weekly or fortnightly.
  - Book scrutiny to check the rigour of the HW set and the feedback given.

## **What HW will be set?**

At High Storrs our demands for formal HW are not extensive, but we do expect all students to engage in extra-curricular activities and independent work beyond HW as well:

### Y7 & 8 Total: 3 - 4 hours a week

- Half an hour each a week for English, Maths, Science, History, Geography & French.
- Half an hour a week for Classics when their rotation is running.
- 2 half-hour HWs in each of the six-week Art rotations when they are running.
- No formal HW for other subjects, but occasional informal HW as needed.
- Students are encouraged to undertake independent review of the week's work in all their subjects in addition to formal HW.

*In Y7 term one there will only be Maths, English, Science, Art and Classics HW, to allow students time to adjust to HW demands that are new to them.*

Not all subjects have formal HW in KS3. There are, however, opportunities to participate in great, creative extra-curricular activities throughout the week and we advise students that they should be signed up to at least one extra-curricular commitment each week.

### KS4 Total: 4 - 5 hours a week

- 30-45 minutes each week for English Language, English Literature, Maths, Science, Humanity and Language (or alternative) courses.
- 1 hour a week over 1 or 2 occasions for 1-year GCSE or equivalent courses.
- Half an hour a week for Pre courses.
- No formal HW for enrichment subjects, Core PE, Core RE, Core IT and PSHCEE but occasional informal HW as needed.
- Students are encouraged to undertake independent review of the week's work in all their subjects in addition to formal HW.

### KS5 Total: 15-20 hours a week

- 5 hours per subject per week.
- This will not all be formally directed HW tasks and may include: preparatory reading, review of the week's work, practising problems/activities, rehearsal, research, revision and super-curricular activities.
- No formal HW for Tutorial but occasional informal HW as needed.
- Students are provided with recommended independent study activities for each A Level subject.

## **When will HW be set?**

Beyond what is set out above, there is no HW timetable. Staff are asked to negotiate with classes the best day to regularly set HW and when it will be collected. In agreeing this, students will need enough flexibility to allow them to spread their work load. If staff depart from their established regular routine, this needs to be agreed with students.