



High Storrs School

Learning 3:

Homework

Policy

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Minor amendments:	

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

- Curriculum Principles
- Teaching and Learning Principles
- Assessment Principles
- Behaviour Principles and Practices
- Attitude to Learning
- Feedback Principles

Homework Principles

Homework 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 homework 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 homework 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 to 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 homework. It does not have to be extensive either in the number of subjects or the volume of each one, but each homework 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 consistently, ideally with the same submission day every week, supporting the establishment of good habits and routines.
- Set homework using Satchel:One (even if it refers to work to be completed on another platform like TEAMS, Dr Frost, Educake etc) as an 'assignment' or a 'quiz' and refer to it during the lesson.
- Complete the fields in Satchel to indicate clear expectations including due date, likely duration (in line with timing expectations set out below) and how the homework 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 homework that is not done, or not completed to an adequate standard.
- When teachers follow up on homework, 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.
- Homework can be self-marked, auto-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.

Effective use of Satchel:One:

- In Satchel, 'Assignments' are reserved exclusively for homework and in most KS3 & KS4 subjects, only one assignment OR quiz should appear each week, in order to avoid overwhelming students with excessive posts.
- If setting a 'quiz' for homework that relates to another resource (Eg some reading or watching a video first), the instructions and linked or attached resources should all appear within the one quiz post.
- If setting a quiz, make clear in the task title whether it is for classwork or homework.
- In Satchel, 'classwork' should be used for any activities that may take place in lesson time including setting of cover work for sixth form lessons.
- In Satchel, 'flexible tasks' should be used for sharing of wider information or supporting resources.
- Duration should be set in hours (preferred) or minutes (not days or weeks), in line with the timing set out below.

Monitoring implementation

- The classroom teacher has the first tier of responsibility for setting, following up and feeding back on homework for their classes.
- If homework 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 the deadline and/or detention during which the work is done properly.
- **All** missed or inadequate homework 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.
- Alternatively (or as well), teachers can use the submission recording tools within Satchel. The latter will ensure that parents using the App can see when homework has/has not been submitted, or has been submitted late.
- Where multiple homework tasks 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 Satchel report to see the frequency and quality of tasks set.
 - Checking of mark books to see homework outcomes recorded weekly.
 - Book scrutiny to check the rigour of the homework set and the feedback given.

What homework will be set?

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

The formal expectation is:

Y7 & 8 Total: 3 - 4 hours a week

- One half hour task each a week for English, Maths, Science, History, Geography & French.
- One half hour task a week for Classics when their rotation is running.
- 2 half-hour tasks in each of the six-week Art rotations when they are running.
- No formal homework for other subjects, but occasional informal or optional activities as needed, set as 'flexible tasks'.
- Students are encouraged to undertake independent review of the week's work in all their subjects in addition to formal homework.

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

Not all subjects have formal homework 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

- One 45-minute task every week for Maths, History or Geography in block A, Language (or alternative) in Block D.
- One 45-minute task every week for English (Or 2 shorter ones if split between Language and Literature).
- One 60-minute task, two 30-minute tasks, or three 20-minute tasks for Science (May be split between Biology, Chemistry and Physics).
- One 60-minute task or two 30-minute tasks for 1-year GCSE or equivalent courses.
- One half-hour task every week for Pre courses.
- No formal homework for enrichment subjects, Core PE, Core RPE, Core IT and PSHCEE but occasional informal or optional homework as needed, set as 'flexible tasks'.
- Students are encouraged to undertake independent review of the week's work in all their subjects in addition to formal homework.

KS5 Total: 15 - 20 hours a week

- 5 hours in total per subject per week, likely spread over a variety of activities.
- This will not all be formally directed homework tasks and may include: preparatory reading, review of the week's work, organising notes, files and folders, practising problems/activities, rehearsal, research, revision and super-curricular activities.
- No formal homework for Tutorial or Skills lessons but occasional informal activities as needed, set as 'flexible tasks'.
- Students are provided with recommended independent study activities for each A Level subject.

When will homework be set?

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

Teachers should use the advance publishing date feature to plan ahead and ensure homework tasks do not appear at unsociable hours for students. Ideally, all tasks posted should appear within (or very soon after the end of) the school day and have submission dates within term time and at times within the regular school day.