



HOMEWORK POLICY

Adopted by the Governing Body

on September 19th 2018

Signed David B. Hake Chair of Governors

Date October 16th 2018

Homework Policy

Rationale

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities may be reading or preparing for work to be done in class, or practising and completing tasks or activities already taught or started in lessons, but it may include more extended activities to develop inquiry skills or more directed and focused work such as revision for exams. Homework is an integral part of effective learning and it is a very important learning experience for all pupils. Good practice is promoted through homework, which is set regularly across all subjects according to the needs of the pupils and within the context of agreed whole school and subject policies and timetables.

Aims of Policy

- To provide clear guidelines on the school's approach to homework.
- To establish a coherent approach to homework across all subject areas.
- To establish consistent application of the policy across the school.
- To provide a system which is clear to pupils, staff and parents.

Homework (Secondary Phase): What should you consider?

1. Planned and focused activities are more beneficial than homework, which is more regular but may be routine or not linked with what is being learned in class.
2. It should not be used as a punishment or penalty for poor performance.
3. A variety of tasks with different levels of challenge is likely to be beneficial.
4. The quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.
5. Have you made the purpose of homework clear to children (e.g. to increase a specific area of knowledge, or fluency in a particular area)?

Homework (Primary Phase): What should you consider?

1. Effective homework is associated with greater parental involvement and support. How will you design homework to encourage Parental engagement?
2. The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.
3. Have you made the purpose of homework clear to children?

How effective is Homework?

According to Sutton Trust research, on average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.

There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight months' positive impact on attainment. Benefits are likely to be more modest, up to two to three months' progress on average, if homework is more routinely set (e.g. learning vocabulary or completing problem sheets in mathematics every day).

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see Sutton Trust research on Feedback).

Studies imply that there is an optimum amount of homework of between one and two hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases

How secure is the evidence?

Homework has been extensively studied. However, studies have mainly looked at the correlation between homework and how well schools perform. It is certainly the case that schools whose pupils do homework tend to perform well, but it is less clear that the homework is the reason why they are successful.

Responsibilities

Teachers:

- To set homework regularly according to the school policy.
- Ensure that the homework given builds upon or supports prior learning.
- Differentiate homework tasks to cater for all abilities of pupils.
- Mark and return homework to pupils promptly.
- Give time for pupils to reflect and comment on advice.

Form Tutors:

- Regularly check pupil contact diaries and monitor the amount of homework given.
- Ensure pupils understand the importance of completing homework to a high standard.

Raising Achievement Team

- Ensure that all teachers give homework regularly, according to this policy.
- Monitor the quality of assessment and feedback of homework in line with the QA schedule.
- Ensure that all homework tasks are differentiated effectively.
- Contribute to any future review of this policy.

Strategic Improvement Team

- Ensure this policy is communicated with and understood by all stakeholders.
- Regularly monitor the consistent application of this policy in all subject areas across the school.
- Monitor the quality of homework given across all areas of the school in line with the QA schedule and provide support if necessary.
- Monitor the quality of assessment and feedback of homework in line with the QA schedule.
- Carry out regular reviews of this policy and make any necessary updates.

Homework Policy

- **Foundation Phase**
- **At Key Stage 2**
- At Key Stage 3 all subjects should set homework at least once every two weeks – as identified in the homework timetable.
- At Key Stage 4 homework should be set weekly.
- All tasks should last between 20 and 30 minutes.
- An agreed realistic deadline should be set for homework tasks – usually between 2-5 days.
- Homework tasks should build upon or support prior learning.
- Homework tasks should be differentiated as appropriate.
- Homework should be marked promptly and returned to pupils.
- Appropriate feedback should be provided to help students understand their strengths and weaknesses.
- Pupils must have the opportunity during lesson time to reflect and comment on advice given. They should also be given the opportunity to make corrections to their work so that PROGRESS can be made.