

## Introduction

The school believes that homework is an essential part of all students' education. The purpose of completing tasks at home is to support students in becoming independent learners, and encouraging a deeper understanding of the subject studied. It also develops skills in personal organization and a sense of responsibility. Home learning is an essential part of preparation for examinations and it is vital that students dedicate time to learning key information required for exam success.

## Rationale

Research by the Sutton Trust shows that there is the potential for adding 5 months to the progress of each student through their school career through the setting of effective homework tasks. Evidence also suggests that how homework relates to learning during normal school time is important. In order to be most effective, homework should be an integral part of learning, rather than an add-on. To maximise impact, it is important that students are provided with high quality feedback on their work (see Assessment Framework).

## Nature of tasks

The optimum amount of homework is between 1-2 hours per school day (slightly longer for older pupils).

Common home learning 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. Where extended tasks are set over a number of weeks, these should be broken into a series of smaller steps for students to complete.

## Effective Homework (research from Sutton Trust)

- Tasks should be planned and focused, linked to what is being learned in class.
- A variety of tasks with different levels of challenge are beneficial.
- Tasks that are linked to the specific areas for improvement for each student are highly effective. Homework could be the completion of a 'DIRT' (Directed Improvement and Reflection Time) task based on the formative feedback provided by the teacher.
- The quality of the homework is more important than the quantity.
- Pupils should receive feedback on homework that is timely and specific.
- Students should be aware of the purpose of the homework set.

## Role of the student

- To listen carefully to all homework instructions given.
- To write the task and the due date in the student planner.
- To attempt all work and to complete to the best of their ability.
- To plan and organise their time effectively so the workload is spread as evenly across a term as possible.
- To use a variety of resources available.
- To ensure that work is presented clearly and neatly.
- To inform the class teacher of any difficulty.
- To communicate with parents the tasks set and the feedback given.

## Role of the parent

- To support the completion of homework by checking the student planner for tasks set.
- To encourage students to find a suitable and quiet place to complete home learning.
- To help students with time management so tasks are not left until the last minute.
- To discuss tasks with students so they can formulate their ideas.
- To suggest any useful resources.
- To encourage students to check their work for spelling, punctuation and grammar.
- To contact the class teacher / curriculum leader if there are any issues.

### Role of the teacher

- Every curriculum area is expected to have a formal homework policy that works alongside the assessment framework.
- Teachers are expected to set homework in line with this policy.
- Tasks should be differentiated where necessary to benefit all students.
- Where tasks form part of the assessment of students' progress, then clear success criteria should be provided and formative feedback given.
- Homework should be marked and returned within the stated time frame.
- Effective and meaningful feedback should be given in line with the policy. (*Please also see assessment framework*)
- All levels and grades must be recorded as directed by the Curriculum Leader.
- These levels and grades should be used as part of the assessment, recording and reporting process.
- The completion of homework should be celebrated and rewarded.

### Role of the Subject Leader

- To ensure that there is a clear Homework policy for their own subject area.
- To ensure that there are clear tasks linked to schemes of learning, and where necessary the relevant assessment information is provided.
- To monitor the setting of homework by staff to ensure consistency.
- To monitor and penalise students who do not regularly complete homework tasks through the behaviour system.

### Role of the Progress Leader

- To help the Senior Team to monitor the setting of homework across all subjects through the checking of planners and 'student voice'.
- To monitor trends in terms of students frequently failing to complete homework tasks across subjects, and monitor through homework report and parental involvement where necessary.

### Role of the Senior Team

- To review the Homework policy annually.
- To promote the importance of homework across all subjects.
- To monitor the regularity and quality of homework setting across departments, through line management and student voice
- To support Progress Leaders to monitor and penalise students who fail to complete homework.

### Home learning expectations

These are guidelines showing average expectations and actual times will vary depending on the nature of the task. Times shown are the expected amount of time students should spend completing home learning each week in each of the subject areas. There is no formal timetable for subjects to set home learning and to support students manage their time, wherever possible, students will be given at least 48 hours to complete home learning tasks.

ADD TABLE SHOWING TYPES OF HW PER SUBJECT, FREQUENCY, GUIDANCE OF TIME SPENT PER YEAR, HOW ASSESSED,