



Countesthorpe Academy

HOMEWORK POLICY 2023 - 2024

Policy Reviewed and Adopted by the Governing Board on:

October 2023

Date of Next Review:

September 2024

Responsible Officer:

A McKenzie

PRINCIPLES

- To provide clarity and consistency for teachers, students and parents/carers about what constitutes effective homework tasks/activities.
- To reinforce the integral nature of homework to lessons and student learning.
- To establish effective monitoring systems, both subject and pastoral based, that help us to evaluate the effectiveness of our policy.

PERSONNEL

Amanda McKenzie is the member of the Leadership Team who consults school-wide and has overview for the implementation and effectiveness of this policy. Heads of Faculty and Faculty Leadership have responsibility for ensuring that this policy is implemented at Faculty level and informs Amanda McKenzie if any members of staff need support.

PURPOSE

This policy informs and shapes all subject inputs and will be reviewed regularly. Each subject area will revise its own policy adhering to this framework and will agree when homework will be set.

Learning at home is an essential part of good educational practice, based on extensive education research. Our policy is founded upon our core values of respect, resilience and success, in order for all of our pupils 'to be the best that they can be'. It reinforces classroom learning; helps students to develop skills and attitudes they need for successful lifelong learning; promotes student agency; supports the development of independent learning skills such as those of enquiry and investigation; assists pupils' long-term memory; enables parents/carers to become partners in the relationship between student and Academy.

The purpose of homework

- Encouraging students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of life-long learning and adaptability
- Reinforcing skills and understanding developed at Academy
- Extending school learning, for example through additional reading
- Sustaining the partnership with parents and carers in the management of students' learning and keeping them informed about the work their children are doing
- Managing demands, such as research and revision for exam courses
- Independent learning
- Consolidation
- Practice learning by doing
- Retrieval practice for long-term memory
- Preparation for assignments
- Self-discipline
- Research
- Work not suited to the classroom situation.

What is needed to facilitate effective homework?

- Tasks which meet the needs of all groups of learners through appropriate challenge and differentiation/scaffolding
- Tasks that are structured and have a clear purpose
- Consistent practice across the whole Academy
- Adherence to the regularity of setting and amount of time for tasks
- Students, parents/carers are clear about what is required and how it is required (set out, in exercise book, on paper etc)
- There are high expectations of quality and presentation of work
- Students receive clear and supportive feedback, in line with whole Academy policy on marking and feedback (whole class, live, verbal, written)

Appropriate tasks for homework

Tasks should have a clear objective linked to Programmes of Study and Schemes of Work. It might be useful to break down writing tasks/reading tasks into specific elements for the subject area. Only on occasion should homework be seen as time to finish off work carried out in class. Homework should not be seen as a punishment for failing to complete class work. It is important that tasks are wide-ranging and rotated so that the class teacher can develop a marking schedule.

Possible examples are:

Investigations	Quizzing	Simple experiments	Essay writing
Research	Retrieval practice	Drafting	Report Writing
Reading	Knowledge	Focused Revision	Learning Vocab
Drawing	Inform teaching	Desktop publishing	Projects*
Revision			

*Extended work, which takes place over a number of weeks should be broken down for students who need support the development of time management skills.

Feedback for students

If homework is to benefit students' learning they must be given prompt and appropriate feedback on what they have done. Parents/carers have a role in encouraging and praising children for the effort, which they have devoted to homework, but students look mainly to the staff as teachers for a response on the quality of their work. Effective feedback are fundamental in helping students make progress. The Head of Faculty and Faculty Leaderships will monitor the homework that is set and the feedback that is provided to students.

Teachers will select appropriate times for students to complete homework and Heads of Faculty/Faculty Leadership will monitor at department level on satchel:one.

The amount of Homework set

This should be suited to the age and ability of the student. As a guide:

- Year 7** up to 20 minutes per core subject per week or fortnight
- Year 8** up to 20 minutes per core subject per week or fortnight
- Year 9** up to 30 minutes per core subject per week or fortnight
- Year 10** up to 40 minutes per subject per week (excluding PDP, REP and core PE)
- Year 11** up to 40 minutes per subject per week (excluding PDP, REP and core PE)
- Year 12** 5 hours per subject per week
- Year 13** 7 hours per subject per week

The homework timetable usually provides for:

Key Stage 3

Weekly/fortnightly homework from core subjects, including English and maths. Additional homework from other subject areas every 5 lessons.

Key Stage 4

One homework per week/fortnight for option and core subjects (excluding PDP, REP and core PE)

Key Stage 5

Homework is combined with an expectation that students will be completing independent study, revision and redrafting of class notes. A greater level of independence is expected in Key Stage 5 and students will need to complete which is not formally set by the teacher in addition to formally set homework.

The progression of students through the year needs to be recognised and preparation to the next educational phase or year group needs to be reflected in the amount and challenge of work set, particularly at Key Stage 3. The full ability range needs to be challenged at an age and ability appropriate level and reflect the individual needs of the student.

Satchel:One

The Academy sets homework through satchel:one (originally called Show My Homework). Satchel:one allows staff to communicate, manage and monitor homework.

Satchel:one is a software package which facilitates transparency and ease of access. Homework set and submission information is held in one place and can be accessed online through personalised logins, by students, parents and teachers.

Through the introduction of satchel:one the Academy is looking to promote:

- Parental engagement
- Improved consistency
- Effective planning
- Improved completion and quality of homework
- A better supported, personalised approach to learning outside the classroom.

Responsibilities and Monitoring

Teachers

- It is the responsibility of all **teachers** to ensure that homework is set regularly following the policy and that homework tasks are an integral part of the lesson.
- **Teachers** should also make sure that students are clear about what is expected with regard to quality, format, presentation and method of submission.
- **Teachers** should set expectations of time to be spent on homework and record this on Satchel:One. Submission records should be maintained through Satchel:One. Arbor should be used to record failure to hand in homework or work which is inadequate and fails to meet teacher expectations. This will be shared with parents through the Arbor (currently being set up) as –1 behaviour point.

Heads of Faculty and Faculty Leaderships play a key role in monitoring the implementation of the homework policy. This will be done through:

- Regular generated reports of Satchel:One
- At Faculty meetings
- Providing resources that allow homework to be meaningful
- Clarifying with staff the degree of marking and feedback that is required
- Encouraging peer and self-assessment where appropriate, so that feedback can be immediate/prompt
- Scrutiny of student exercise books/work folders
- Student interviews.

The Leadership Team (Mrs McKenzie) and **Heads of Faculty/Faculty Leads** are responsible for monitoring the quality and provision of homework through the aforementioned processes and as part of the Academy Quality Assurance programme and identify where development and support is required.

Governors have a statutory duty to monitor that processes are in place and that the Academy is addressing students' needs.

The Role and Responsibility of Parents

- To provide a reasonably peaceful, suitable place in which their children can do their homework, or help them attend other places where homework can be done, such as homework clubs or study support sessions
- To make it clear to their children that they value homework, and support the Academy in explaining how it can help them make progress at Academy
- To encourage their children and praise them when they have completed homework
- To expect deadlines to be met and check that they are
- To notify subject teachers of difficulties that their child may have encountered with the homework
- To check satchel:one to see homework which has been set and support, where possible in its completion.

SEND Provision and Homework

In setting homework for students with these needs it is important to balance the right of students to share fully in the work of the class, including homework tasks, with their individual learning needs. These needs may include consolidation and reinforcement of specific skills. Liaison with Stephen Brown (SENCO) is key to success in this area so that tasks are manageable, and individual skill practice can be incorporated without overloading the student.