



**HAGLEY CATHOLIC
HIGH SCHOOL**
SEMPER FIDELIS

Homework Policy

Version:	2
Date created/updated:	30.11.2022
Ratified by:	LGB
Date ratified:	06.12.2022
Date issued:	08.12.2022
Policy review date:	Autumn 2024
Post holder responsible:	Vice Principal

Teacher Standards and Guidance

Teaching Standard 4 which is to 'Plan and teach well-structured lessons' states that all teachers are expected to:

'Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired'

Research reflects that homework can be a valuable tool in supporting progress and outcomes. The Education Endowment Foundation August 2021 found that:

Homework has a positive impact on average (+5 months progress), particularly with pupils in secondary schools.

Purpose

This policy sets out to share with all stakeholders the purpose of homework at Hagley Catholic High School. The policy supports and reflects the school's teaching and learning ethos and is designed to give students, parents and teachers the necessary support, guidance and knowledge needed to be effective and successful. Homework is an integral part of teaching and learning and **NOT** an 'add-on' and is designed to:

1. Consolidate the learning taking place in the classroom ensuring that students build on prior knowledge enabling success in future lessons.
2. Prepare students for the rigour of effective preparation for external exams so they achieved the highest possible outcomes.
3. Facilitate the experience of working independently and develop a sense of responsibility for students' own learning.
4. Ensure that home learning is manageable so that students and their families are not overwhelmed, and teacher's workload is not onerous.

When Will Homework Be Issued?

Homework will be issued by staff during lessons. Homework will be recorded by staff on Arbor. Students are also able to use their homework planners to record homework tasks being set. Students and parents/carers can access the homework that has been set, along with any necessary resources via the Arbor Portals.

Staff are expected to make a paper copy of all the resources needed to access the homework set available to students as well as sharing these in Arbor. Students should have everything they need to complete the homework without the support of a parent/carers or the internet.

Frequency of Homework

The school recommends that staff set homework giving students at least 3 days (72 hours) to complete it, including a weekend wherever possible. This will allow enough time for parents/carers to see what the student's homework is, to check what the students are doing and to support their child in ensuring that the quality of the homework is good or better. Homework should be manageable for students, parents and staff.

In Key Stage 3 homework will be set weekly by English, Maths, Science and RE, fortnightly by History, Geography, French, Spanish and Computer Science; and set every three/four weeks in Technology, Art, Music and Performing Arts.

In Key Stage 4 homework will be set weekly for each subject.

In Key Stage 5 all subjects will set weekly.

Recommended time a student should spend on homework per subject:

Year 7 = 20 mins per homework set

Year 8 = 25 mins per homework set

Year 9 = 30 mins per homework set

Year 10 = 2 homeworks per fortnight of up to 1 hour in duration total

Year 11 = 2 homeworks per fortnight of up to 1 hour in duration total

Year 12 = Minimum of two hours per subject each week

Year 13 = Minimum of two hours per subject each week

How Can Students and Parents Access Homework Online

All homework tasks will be published via Arbor Assignments. The tasks set can be viewed by students via the Arbor Student Portal and by parents/carers via the Arbor Parent Portal.

How Will Homework Be Monitored and Assessed?

At the **start of the lesson** that homework is due homework should be clearly labelled as homework and, where necessary, stuck into the student's book by the student. Homework will either be peer or self-assessed with a red pen by the student, collected in and marked by the teacher or used as part of the formative assessment process.

This will form part of the Feedback and Assessment Policy and the quality of the homework set and completed will be monitored through departmental and whole school quality assurance.

If A Student Fails to Complete the Homework Set

Failure to complete homework may result in a student receiving a Homework detention or an intervention of up to 30 minutes.

Staff should ensure resources are made available to support self/peer assessment of the homework E.g. Answer sheet, PowerPoint slide, mark scheme.

A teacher will inform the student that they have received a Homework detention (up to 30-minute detention allocated lunch period) and record this in Arbor. Information regarding detentions being set will be available to parents/carers in the Arbor Parent Portal.

All students must have their planner with them every lesson. This is a feature of organisation that fits into our POWERful learning model. The failure to complete the homework will be recorded on Arbor along with the sanction that has been given.

During a Homework detention, the student will complete their homework or a different piece of work to further consolidate the learning that has taken place in school.

Rewards for Good Homework

It is vitally important that homework is acknowledge, monitored and rewarded as part of the school's culture of recognising and praising success. Therefore, staff may choose to use any of the following examples to reward and praise good homework:

- ✓ House Points are awarded in Arbor.
- ✓ Positive written and verbal comments from the teachers on the student's homework or a stamp or a sticker in their book.
- ✓ Praise postcards sent home.
- ✓ Each department may have an individual reward such as a well-done certificate or letter home.
- ✓ Photographs/copies of work are taken/made and published around school or on social media.

Homework Club

The Education Endowment Foundation (August 2021) found:

- 1) *'Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g through providing homework clubs for pupils)'*

As a result of this research and our own prior experience, Hagley Catholic High School offers a voluntary homework club in the Hub after school each day running until 4pm. Any student is welcome to come and use this space and the support available to complete their homework should they wish. In some cases where the school is aware of students who need support they may be directed to Homework Club in consultation with parents/carers.

Learning Support Centre – The Hub

The Hub offers additional support for students on the SEND register who have barriers to their learning. All staff need to be mindful of these barriers and set differentiated homework to support these students. The Hub is open before and after school and also at social times, break and lunchtime.

What Does Effective Homework Look Like?

Teaching Standard 4 - *'set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired'*

The Education Endowment Foundation (August 2021) found:

- 2) *'Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.'*
- 3) *'It is important to make the purpose of homework clear to pupils) e.g to increase a specific area of knowledge, or to develop fluency in a particular area.'*

As a result of this research and our experience in classroom, the table below outlines what the school believes to be effective and not effective homework:

What Effective Homework Looks Like	What Ineffective Homework Looks Like
<p>Homework should CONSOLIDATE and EXTEND what happens in the classroom and <u>should not</u> be new learning.</p> <p>The purpose of homework should be made clear to all students.</p> <p><u>Homework should be sequenced and carefully planned into schemes of work. This is to ensure that knowledge and skills build towards the learning goals in each unit.</u></p> <p>Homework should be able to be completed at home by the students without support, other than the resources provided by the teacher - <u>any form of research is not a valid homework unless it is accompanied with a specific task to do.</u></p> <p>Homework should stretch and challenge - students should have to focus on the homework and it extends their learning.</p> <p>There may be occasions in subjects such as MFL whereby homework is oracy based where the students are asked to learn key terms – in such cases the homework set will be task driven such as 'look, cover, check', then write a sentence using the word/term. This homework can then be self/peer assessed in class.</p> <p>Where homework has been set with self-assessed software such as MyMaths - students exercise book should record in their exercise book the % success of the student and dated.</p> <p>Homework should motivate, inspire and reassure a student about their ability to be successful learners.</p> <p>Students should be rewarded in line with the whole school policy for their effort and work</p>	<p>Students have to teach themselves new content - students should not be asked to practice/learn something that they have not yet mastered in class.</p> <p>Research required - students may struggle with this when they have no access to a computer/internet at home. Some students have to depend on the support of an adult to complete the homework which is not always available. Valuable learning time is wasted on researching new knowledge.</p> <p>Homework that requires no focus – students can do the homework without really paying attention and with little effort.</p> <p>Revise/learn for a test – work is not task driven. A student may choose not to do the set homework and do the test without any practice. Students should be given task driven activities to support them with their revision which can then be self/peer assessed in class.</p> <p>Homework is the same type/style throughout the year – students find this not engaging and will put little effort into the homework</p> <p>Homework which is an 'add on' and not planned into the learning, it is set for the sake of setting homework – students and often parents see no point to the homework when is it not consolidating what is taught in lessons.</p> <p>Homework that is seen as a stand-alone piece of work which isn't linked to prior or future learning.</p>

that is produced as a result of home learning tasks.

--