



WHOLE SCHOOL HOMEWORK POLICY

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HOMework POLICY (EARLY YEARS AND PRIMARY)	3
OBJECTIVES	3
RECEPTION	3
Reading Books	3
Reading	3
Spelling	4
KEY STAGE TWO	4
Organisation of homework	4
FRENCH	5
EYFS and KS1	5
KS2	5
MARKING AND FEEDBACK OF HOMEWORK AT PRIMARY	5
HOMework POLICY AT THE SECONDARY SCHOOL	6
INTRODUCTION	6
AIMS AND CORE PRINCIPLES	6
APPROPRIATE HOMEWORK TASKS	6
HOMework TIMETABLE	7
KS3	7
KS4	11
KS5	11
HOMework SANCTIONS at KS4 and KS5	11

HOMEWORK POLICY (EARLY YEARS AND PRIMARY)

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Homework is a valuable part of schooling. When linked with learning in school, it provides opportunities to practise and consolidate skills, review content and deepen understanding of concepts learned. We believe that the setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation and cultural pursuits.

OBJECTIVES

- To consolidate, extend and/or prepare for class work
- To provide an opportunity to develop core knowledge/skills
- To develop independent study skills and responsibility for learning
- To build constructive and positive home/school partnerships

RECEPTION

The purpose of homework for our youngest students is to practise and consolidate their learning in Phonics. Through sharing books with parents at home, children will develop fluency and a love of reading. The approach suggested to parents is little and often.

Phonics

Phonics folders are sent home weekly and contain the sounds that the child is currently learning. Parents are encouraged to practise the sounds regularly.

Reading Books

Children select a book from the Library each week and parents are encouraged to read this with their child at home. These are books that the children have chosen themselves and are not part of the Read Write Inc. phonics scheme.

During their time in Reception, children will begin to take home blending books, ditty sheets and eventually their first Read Write Inc. books to read with an adult. Books are issued twice a week. Throughout the year, parents are invited to workshops where the Primary English Lead explains how parents can support their child's reading.

KEY STAGE ONE

The purpose of homework for Key Stage One students is to consolidate students' learning in phonics (including the spelling of tricky words), to develop reading fluency and a love of reading.

Reading

Children are encouraged to read with parents daily, continuing the little and often approach. This should incorporate the child reading aloud, being read to and discussing the stories they read. Children will take home Read Write Inc. phonics books and a book from the Library.

Spelling

Following Read Write Inc. assessments, which are undertaken every 6-8 weeks, parents receive an email outlining the new sounds that their child will be taught. It is encouraged that children practise the red (tricky) words and sound words as often as possible at home. Throughout the year, parents are invited to workshops where the English Lead explains the approach parents should take at home when reading with their child.

KEY STAGE TWO

The purpose of homework for Key Stage Two students is to provide opportunities to practise and consolidate skills which have been taught that week and to develop independence and the self-discipline needed for personal study in preparation for secondary school and beyond.

Organisation of homework

From Year 3, homework is communicated through Google Classroom. There is a mixture of computer based and written tasks. Resources, such as worksheets, are printed and stuck into Homework Books to ensure homework can be completed easily at home. Teachers carefully plan homework tasks to ensure they can be easily understood and completed away from school. Homework is set on the same day each week and children have one week to complete tasks.

It is an expectation that all tasks are completed and teachers track student engagement. If a child fails to hand in homework, the class teacher communicates with parents. As children progress into Upper Key Stage 2, it is expected that they are able to complete tasks independently. In UKS2, if a child fails to submit their homework, they are given an opportunity to hand it in the following day. If they fail to do this, they attend 'Homework Club' which is timetabled one break time each week.

	Maths	English
LKS2 40 minutes per week*	1 Century Nugget to consolidate learning from the week (approx 15 minutes) 1 activity to practise the year group Learn By Heart Facts (approx 15 minutes)	1 written task to consolidate SPAG concept taught that week (approx 10 minutes) Daily reading (approx. 10 minutes)
UKS2 80 minutes per week*	2 Century Nuggets to consolidate learning from the week (approx 25 minutes) 1 activity to practise year group Learn By Heart Facts (approx 15 minutes)	2 Century Nuggets to consolidate learning from the week (approx 25 minutes) 1 written task to consolidate SPAG concept taught that week (approx 15 minutes) Daily reading (approx. 10 minutes)

* Excluding 10 minutes daily reading

FRENCH

EYFS and KS1

Homework is not set for the youngest students. Parents are encouraged to revisit their child's learning by sharing videos, electronic books, songs and stories which they can access through a Padlet page which is shared with them at the beginning of the academic year. The Padlet is updated regularly as new topics are covered.

KS2

French homework is set weekly each Friday from Year 3 onwards and is communicated through Google classroom. Homework tasks include revision of learning covered in the week. Children have a week to complete their homework. They are encouraged to discuss any questions or difficulties they have with their French teacher.

MARKING AND FEEDBACK OF HOMEWORK AT PRIMARY

It is not expected that every piece of homework will be marked by a teacher. Opportunities are provided for children to share, self-mark or self-assess their work in class, with feedback being given by adults or peers. Teachers use this to inform next steps and planning.

HOMEWORK POLICY AT THE SECONDARY SCHOOL

INTRODUCTION

We believe that homework offers a key opportunity to extend our students' learning beyond the classroom and to develop their independent study skills. It is important to develop these skills at KS3 in order to fully prepare students for the challenges of KS4 and KS5. Homework allows students:

- To consolidate their learning and move information into their long term memory
- To prepare in advance for their next lesson
- To improve and practise their study skills
- To learn how to be organised and how to prioritise tasks
- To take responsibility for their learning
- To accelerate progress

AIMS AND CORE PRINCIPLES

- To ensure that all teachers have a common and clear understanding of the types of appropriate homework tasks
- To ensure our students and parents understand our approach to homework
- To ensure that the homework enables students to develop their independent study skills

APPROPRIATE HOMEWORK TASKS

- Pre-learning/ Flipped learning activities:
 - Examples of this include vocabulary learning, reading an article, research, surveys and preconceptions exercises. This allows lesson time to be used to the maximum.
- Retrieval and revision of what has already been learnt:
 - Examples of this include Carousel, quizzing websites, Google Forms, knowledge organisers, revision of notes, practice applying methods/techniques

HOMework TIMETABLE


KS3





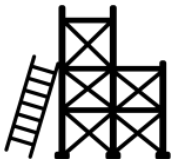
At KS3, students receive homework tasks in the following subjects: Art & Design, Computing, English, French, Geography, German/Spanish, History, Mathematics and Science.





KS3 Homework Timetable (15 minutes per subject per week OR time allocation used cumulatively over a number of weeks). Homework will be set on the following days and students will have a minimum of 48 hours to complete it: (*This timetable may change each year depending on the whole school timetable.*)


Monday	English	French	Reading for pleasure should happen daily. Music and drama will be set when required.
Tuesday	Spanish / German	Geography	
Wednesday	Science	Art and Design	
Thursday	History	Mathematics	
Friday	Computing		

KS3 Homework Rationale

Policy	Rationale	Key principles
<p>1. Time allocation</p> <p>Each subject will receive fifteen minutes per week (this time allowance can be rolled over to accumulate for a piece of work over a longer period of time).</p> <p>Students are also expected to read regularly.</p>	<p>A focused timed approach means that homework should not detrimentally impact out of school activities and weekend plans for families.</p>	<ul style="list-style-type: none"> 15 minutes per week per subject OR 30 minutes with a two week deadline 45 minutes with a three week deadline 60 minutes with a four week deadline 
<p>2. Task design</p> <p>Homework tasks will usually:</p> <ul style="list-style-type: none"> Re-visit key knowledge (retrieval) often in the form of short quizzes 	<p>Retrieval focused homework using a quizzing platform like Carousel or Google Form allows a clear focus on establishing which substantive knowledge is secure for which students, allowing the curriculum to be adapted in response to</p>	<p>1. Quiz</p>

<ul style="list-style-type: none"> ● Provide an opportunity to read or view high-quality articles (digital or paper-based), extracts, diagrams or videos directly linked to the curriculum ● Provide an opportunity to practise responding to questions in an appropriate format building on techniques shared in lessons (subject specific). <p>Homework tasks will not be general 'go and research' tasks. This is very time consuming. Students will be directed to a particular webpage and article to read that exposes them to the key substantive / disciplinary knowledge with which you would like them to engage.</p>	<p>performance.</p> <p>Exposure to high-quality written and digital materials, which model academic tone and vocabulary, is critical in supporting the development of student literacy and oracy.</p> <p>Students need opportunities to produce written responses. The task must be accessible and have an appropriate framework / structure to allow students to respond independently without adult support.</p> <p>Students will focus on high-quality learning materials identified by the teacher.</p>	 <p>1. Reading / viewing and then responding.</p>  <p>2. Questions</p>   <p>All tasks will be accessible and scaffolded.</p> 
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<p>3. Feedback</p> <p>All students will receive feedback on pieces of homework. This affirms its importance in our curriculum and allows students and teachers to evaluate strengths and areas for development in terms of knowledge and understanding.</p> <p>Feedback can take many forms:</p> <ul style="list-style-type: none"> • Self-marking quizzes / platforms • Student checks own work directed by teacher • Peer checks work directed by teacher • Teacher checks individual work • Whole-class feedback <p>The nature of the task determines which approach is most appropriate.</p>	<p>Online markbooks have the function to record performance over time.</p> <p>Teachers can provide answer sheets or models demonstrating high-quality responses or misconceptions. The visualiser will be used to demonstrate livemarking.</p> <p>Peer marking requires explicit direction from teachers and a checklist of what to identify in answers.</p> <p>Teachers might collect homework in and provide feedback individually or through whole class feedback to share with students. Alternatively, a teacher might provide 'live' feedback in lessons to students. Effective feedback results in students reflecting, changing / improving an aspect of their thinking so purple pen is likely to be seen in student books.</p>	<p>Feedback will be provided on all pieces of homework in whichever format is most appropriate.</p>   
<p>3. Google Classroom</p> <p>All homework tasks will be posted on Google Classroom on the day the task is set. The task will be described clearly and the submission date and time allocation indicated.</p> <p>Any paper-based resources that have been handed out will also be uploaded digitally.</p>	<p>With expectations set out clearly on Google Classroom, all students will be able to access the task and complete it in the time allotted and by the deadline.</p> <p>All materials are available digitally.</p>	

<p>4. Consequences for incomplete or non completion of homework</p> <p>If a student has</p> <ul style="list-style-type: none"> • not completed homework • partially completed homework • completed homework to a standard that is not satisfactory <p>the following approach will be used:</p> <p>Periods 1 - 4 If homework is not completed for periods 1 - 4 then attendance at Homework Hub will be expected at lunchtime and recorded on Class Charts. Failure to attend Homework Hub will result in a detention.</p> <p>Periods 5 & 6 If homework is not completed for periods 5 & 6, or is 'forgotten / left at home' then a student must hand it in during r</p>  <p>In registration the following morning. Their tutor will record whether this has happened. Failure to hand work in to tutors will result in a detention.</p>	<p>The key desire is for homework to be completed independently demonstrating the abilities of each student. The overwhelming majority of students complete homework without any concerns.</p> <p>For repeated non-completion, partial completion, unsatisfactory work or 'forgotten / left at home work' Ms Newbury will work with the student, their family and subject teachers and decide on appropriate next steps.</p> <p><i>All students are welcome to attend Homework Hub if they wish to work in a quiet, focused space to complete homework tasks.</i></p>	
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KS4

Timings for homework are shown below depending on the year group.

- Year 10 have 30 minutes per subject per week.
- Year 11 have 40 minutes per subject per week.

An example Year 10 Homework Timetable (30 minutes per GCSE subject each week).
This timetable may change each year depending on the whole school timetable.

Homework will be set on the following days:

Monday	Maths	History
Tuesday	Science (<i>Chem/Phys</i>)	Geography
Wednesday	English Literature	German/Spanish/Drama
Thursday	French	Art/Computing/PE
Friday	English Language	Science (<i>Bio</i>)

Year 11 Homework Timetable (40 minutes per GCSE subject each week) *This timetable may change each year depending on the whole school timetable.*

Homework will be set on the following days:

Monday	English Language	History
Tuesday	Art/Music/Computing	German/Spanish/Drama
Wednesday	Science (<i>Chem/Phys</i>)	French
Thursday	Maths	Geography
Friday	English Literature	Science (<i>Bio</i>)

KS5

KS5 students have 55 minutes per subject each day (*the principle that hours of learning in the classroom should be mirrored in directed study outside of the classroom*). A-level students have two non-contact periods each day (1 hour 50 mins) which is to be used to complete A-level directed study in the quiet or silent study room.

HOMEWORK SANCTIONS at KS4 and KS5

Homework is one component of students being academically successful. We expect homework to be completed to a high standard and handed in on time.

- 1) The first time that a student fails to hand in homework a T10 detention will be set and the work is to be completed by 8:30 the next morning. Students can do the homework during the detention. If the homework is not completed by 8:30 the

following morning, the student is given a ML30 (having already completed the T10 detention). Students can do their homework during the detention. The teacher calls the parents so that they are aware.

If the homework is still not completed by 8:30 two days after the deadline, the student is given a LT45 (having already completed the T10 detention and the ML30 detention). Students can do their homework during detention. The Head of Key Stage calls the parents so that they are aware.

- 2) The second time that the homework is not handed in during that half term/term results in a ML30 detention. Teacher calls the parents. If the homework is not completed by 8:30 the following morning, the student is given a LT45 (having already completed the ML30 detention). The Head of Key Stage calls the parents so that they are aware.
- 3) The third time that the homework is not handed in that half term/term results in a LT45. The teacher has a meeting with the parents.

This escalation sequence resets at the end of each term and half term .