



# Homework Policy

## Rationale

Homework provides an important opportunity for students to extend their learning beyond the classroom, working independently and at times collaboratively; in person or remotely. It has the potential to strengthen the educational partnership between parents, students and teachers. It is therefore important that the opportunity is capitalised on and this policy provides the necessary framework ensuring coordination of strategy across the school.

## Aims

- To establish a whole school philosophy and strategy regarding homework
- To ensure continuity and progression in homework; throughout each phase and the school as a whole
- To provide opportunity to practise skills learned in class and/or to reflect on work completed in class
- To provide opportunity to consolidate learning
- To provide opportunity to extend learning by means of investigation and/or challenges/problem solving
- To provide 'flipped learning' opportunities whereby students engage in learning new concepts outside of the classroom
- To provide opportunity to pursue an in depth study of a topic over a period of time
- To extend the provision of assessment for learning
- To actively involve parents/guardians in the learning process and cement home-school links

## Procedures

### Methodology

Homework should be constructive and each individual piece should have a clear objective. Never should homework be given 'for the sake' of setting homework in order to comply with the homework timetable. Teachers are discouraged from setting homework tasks to simply finish classwork unless doing so will make a significant contribution to learning.

Teachers are encouraged to think creatively when setting homework and to utilise varying strategies (similarly to classwork) in order to interest and inspire students to learn with enthusiasm. Strategies encouraged by the school include:

- **Projects:** Sometimes students will be given a 'project' to complete; this is a complex multi-facet task that will involve planning and will give opportunity to think laterally, be creative and extend learning in a way that interests them. Typically these tasks may stretch over a number of weeks.
- **Practice Tasks:** These are simple activities for which students are asked to practice a skill that has been pre-learned in class, e.g. complete a maths activity on the Education City platform practising adding 2-digit numbers after learning how to do this in class, or practising weekly spellings.
- **Flipped Classroom Tasks:** This describes when a student is set a task to learn a completely new concept at home and return to school to practise application and check understanding in class. This may be done by means of watching a video at home, making an investigation, engaging in an online guided learning task, etc.
- **Extension Tasks:** Sometimes students may be given opportunities to build upon skills or concepts learned in class by means of a 'Challenge' task to be completed at home. This may involve adapting skills to apply in a slightly different way, making a further investigation or taking a next step learning an advanced skill that relies on prior learning in class.
- **Reading Activities:** This is an essential activity for students in all phases in the school; from EYFS children taking their first reading book home to share with a parent, to an A Level student completing background reading tasks related to course content.

## General Guidelines

- Homework should be set every week without fail, and in line with the homework timetable, unless there is a coordinated decision across the phase to not set homework during a specific week.
- Time should be allocated to give clear and concise instructions in class, perhaps including demonstrations or modelling, and students should be given the opportunity to ask questions.
- All homework must be recorded on the appropriate Google Classroom group in order that parents have access to details as well as students in the case of upper Primary and Secondary.
- Homework tasks should always be manageable for the student – not excessively long or repetitive and afforded an appropriate amount of time so that students are able to manage their homework effectively.
- Tasks should be appropriately challenging and meet individual needs; similarly to classwork, teachers should carefully consider how to differentiate homework in order to ensure that all students access the work and are able to achieve.
- It is the school's policy not to set homework tasks to specifically revise for examinations at KS1/2/3; therefore assessment grades truly represent the stage of development students are at rather than inflated grades owing to last minute cramming. The school recognises the need to develop this sort of examination preparation skill at KS4/5 and commits to provide activities during PSHE/MyTime sessions to develop revision skills.

## Homework in EYFS

- Homework in EYFS is set in accordance with the stage of development a student is at and starts when individual students are ready as follows:
  - Daily reading with a parent/guardian
  - Weekly use of the Active Learn platform (Bug Club) – reading and phonics games
  - Weekly use of the Education City platform – learning games which support learning in class

## Homework in the Primary School

- Teachers should insist that students use their homework diary to record homework on a weekly basis. This should be the case until students are introduced to Google Classroom in upper Primary and learn how to use an online electronic agenda.
- Homework should be set on a weekly basis with one week given for completion.
- The base of homework at KS1 is development of reading, phonics, spellings and mental calculation.
- From KS2 students engage in creative projects which are usually completed over 2-3 weeks, as well as continuing to develop reading, spellings and mathematical skills

### KS1

- Daily reading (approximately 15 minutes) and use of phonic sound book which also incorporates key words; sounds move into words and spellings
- Weekly Spellings or Times tables from Year 2
- Optional Education City practice task set once every fortnight, in addition Education City platform open to explore at home as desired
- Recommended daily reading in Spanish (approximately 10 minutes)
- From Year 2, 1 x Spanish project and 1 x Catalan project per term (each completed over 3 weeks with guidance from teacher)

### LKS2

- Daily reading (approximately 15 minutes); a balance of independent reading and guided reading with parent/guardian and always recorded in the homework diary
- Weekly spellings task
- Periodic times tables tasks if required
- 1 x Creative project per month, to be completed over a 2 week period; this is usually 'theme-related' and extends skills (i.e. 2 weeks completing a project, 2 weeks no project) – The tutor provides feedback on the creative project via a note in the homework diary using a special proforma which is stuck in
- Education City task set once per week, which should be completed at home, in addition Education City

platform open to explore at home as desired

- Recommended daily reading in Spanish (approximately 10 minutes)
- 1 x Spanish project and 1 x Catalan project per term (each completed over 3 weeks with guidance from teacher)
- From Year 4, 1 x Spanish reading review and 1 x Catalan reading review per term

### **UKS2**

- Daily reading (approximately 15 minutes); a balance of independent reading and guided reading with parent/guardian and always recorded in the homework diary
- Weekly spellings task
- Periodic times tables tasks if required
- 1 x Creative project per month, to be completed over a 2 week period; this is usually 'theme-related' and extends skills (i.e. 2 weeks completing a project, 2 weeks no project) – The tutor provides feedback on the creative project via a private note on Google Classroom
- 1 or 2 Education City tasks set weekly (1 of a creative project is in motion, 2 if there is not), which should be completed at home, in addition Education City platform open to explore at home as desired
- Recommended daily reading in Spanish (approximately 10 minutes)
- 1 x Spanish project and 1 x Catalan project per term (each completed over 3 weeks with guidance from teacher)
- 1 x Spanish reading review and 1 x Catalan reading review per term

### **Homework in the Secondary School**

- In the initial stages of Year 7 tutors and teachers should allocate time to help students familiarise with the way Google Classroom is used and guide students on use of an online electronic agenda.
- Tutors should also mentor students regarding how they manage their homework loads; learning to plan ahead according to their weekly schedule of activities, prioritise, and ensure sufficient time is allocated to complete all tasks.
- All homework is set via Google Classroom. Each teacher should set up a separate group per year group and subject area (e.g. Y7 English).
- When setting homework on Google Classroom a specific date of submission should be programmed in. 1 whole week is always given for each piece of homework to be completed. At times teachers can extend to 2 or 3 whole weeks if the task is project-based.
- Homework must be set via the 'Classwork' tab (not via the 'Stream').
- A homework timetable exists for each year group. One piece of homework is set per subject area per week.
- All homework should follow the format of 'Core' (the main obligatory task) and 'Challenge' (an optional extended task). This does not mean that teachers cannot differentiate the 'Core' task though.

### **KS3**

- Weekly tasks for English, Mathematics, Science, Spanish or Catalan, MFL (German), Technology, Humanities and Art.
- The 'Core' task should take approximately 30 minutes. There is no limit to time taken on 'Challenge' tasks, though, students should be mentored to sensibly manage their homework load and take good decisions.
- In addition, students are encouraged to complete background reading as much as possible as well as read fiction books which can be taken from the school library (the class English teacher manages the withdrawal of books from the library). Background reading is generally done online with links posted in Google Classroom, or alternatively via a link given to a video.

### **KS4**

- Weekly tasks for English Language, English Literature, Mathematics, Biology, Chemistry, Physics, Spanish or Catalan, plus optional subject areas as appropriate: MFL (German), History, Geography, Physical Education, Music and Art.
- The 'Core' task should take approximately 40 minutes. There is no limit to time taken on 'Challenge' tasks, though, students should be mentored to sensibly manage their homework load and take good

decisions.

- In order to achieve their full potential all students need to commit to spending significant time completing set homework as well as revising the work covered in class. More senior students should also begin to do more independent study and reading in each of their subjects.
- Students should be aware that homework and study requirements can vary across the year. During Year 11, when preparing for Controlled Assessment Tasks or external examinations, students may need to increase the time devoted to study so as to maximise their GCSE grade.

### **KS5**

- Two weekly set tasks for each subject area taken for A Level. This may or may not follow the 'Core' and 'Challenge' format that the rest of the Secondary School follows. As a guide, 2 hours of set homework tasks should be given per subject area per week; 1 hour per task roughly.
- Students should note that for every hour spent in the classroom at A Level, an hour should be spent outside of the classroom completing homework tasks, background study and revision, thus, 5 hours of homework time should be devoted to each subject area.
- Homework is better termed 'independent study' at KS5 as students do not have full timetables thus have a number of 'free' lesson periods during the school day that should be used to complete these tasks.

### **Role of Parents/Guardians**

Parents/guardians are regarded as having an important role in the learning journey. At the start of the school year they are invited to a special 'Welcome' meeting during which they have the opportunity to enjoy a presentation made by their son/daughter's form tutor and become familiar with the strategies, routines and procedures regarding homework and supporting learning from home.

Parents/guardians are encouraged to use Google Classroom to monitor homework, support their son/daughter, and to comment on any aspect of it. Parents should try to provide a suitable time and place in which the student can do his/her homework. They should make it clear that they value homework and support the school by explaining how it can help the student's learning. Parents should encourage students and praise them when they have completed their homework. In the case of younger students, if their son/daughter has any problems in carrying out the homework parents should contact the teacher.

In EYFS and the Primary School, involvement of parents/guardians in joint activities with children is most valuable in promoting children's learning. Short activities of different kinds - simple games, learning spellings and number facts, and of course reading together, provide a very important opportunity for children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. All of these activities are types of homework that may be set at MySchool. Parents/Carers can maintain a dialogue about homework through their child's Reading Record Booklet should they wish to do so.

### **Role of Tutor (Form Teacher)**

Tutors play an important role in ensuring the success of the homework policy and are in the best position to deal with homework problems. Should any teacher have a concern over the week-to-week submission of homework of a specific student they should inform the form tutor as a first port of call. If there is a general problem concerning the completion of homework of a specific student it is the tutor's responsibility to make contact with parents and to alert colleagues in order to facilitate the sharing of further information and put the right support mechanisms in place. If a tutor is alerted to the fact that a teacher is not honouring the homework policy (e.g. deadlines for submission, amounts, etc) they should inform the phase coordinator who will look into the matter.

Students may need guidance and support on how to self-manage, particularly when they are involved in a lot of extra-curricular activities. Tutors should devote some time during PSHE/MyTime periods to talk about homework and self-management skills.

### **Expectations of the Student**

- Homework should always be completed on time and to the best standard possible. The recommended amount of time should be spent on it.

- Upper Primary and Secondary students who have been introduced to Google Classroom should either submit homework online through the platform or at least mark as 'Submitted' in order to keep a clear online agenda with no outstanding tasks.
- Students are expected to complete homework that has not been completed either on time or to the correct standard. Teachers are at liberty to decide whether this should be done at home or school and may detain students at break/lunch time to work under supervised conditions.
- Where students have difficulty completing a specific homework task at home, they are advised to speak to the teacher who has set the homework at the earliest convenience (do not wait until the deadline day). In the case of younger students, the parent/guardian should make this communication.
- As best possible, where students have missed homework or other classwork due to absence they should catch up on this work.
- When a student knows in advance that he or she will be absent from class due to an appointment or an extra-curricular activity it is the student's responsibility to find out in advance what work, including homework, they will miss and to have it completed for the agreed day.

## **Monitoring and Review**

This policy should be reviewed as standard a minimum of once every two years.

**Date of implementation: October 2018**

**Policy review date: October 2020**