



HuishEpiscopi



## Homework Policy

July 2022



<b>Document title</b>				
<b>HOMEWORK</b>				
<b>Status</b>			<b>Lead Academy staff member</b>	
Academy Procedure			Vice Principal	
<b>Review date</b>			<b>Date approved</b>	
3 years unless changes required earlier				
<b>For public access on request</b> <i>Tick as appropriate</i>			<b>Approved by</b>	
Post		Online		The Principal
<b>Notes</b>				

## **Policy statement**

Homework is any work or activity which pupils are asked to do outside lesson time either on their own or with the support of parents or carers.

Completing homework should not prevent pupils from participating in activities after school such as sport, music or clubs of any kind.

## **The Aims of the Homework Policy**

- To encourage Pupils to develop the confidence and self-discipline to learn independently; an essential skill for adult life.
- To consolidate and reinforce skills and understanding.
- To prepare for future learning (flipped learning approach).
- To extend school learning, for example through additional reading.
- To enable Pupils to devote time to particular demands such as BTEC, GCSE or A Level coursework or project work.
- To support the home/school relationship.

## **The amount of Homework**

The Academy does not have a fixed timetable for homework with time allocated for different subjects on different evenings. Pupils will need to learn to manage their time so that they do some homework each evening. Teachers will not set homework to be completed for the next day, but will give pupils at least two days to complete the tasks. The time devoted to homework should increase as the student progresses through the school.

## **Duration**

- Pupils in Years 7 to 9 should expect to receive a piece of homework from each subject at least once a week for English and Mathematics and once a fortnight for other subjects that takes them around 30 minutes to complete (guidance).
- Pupils in Years 10 and 11 should receive between an hour and an hour and a half of homework in English and Mathematics per week and the same amount every fortnight for other subjects.
- Pupils in Years 12 and 13 are expected to devote approximately five hours per week outside lessons to each subject. Pupils are encouraged in addition, to read as widely as possible around their chosen subjects to broaden their knowledge.
- Homework tasks will be differentiated / scaffolded where necessary to consider individual needs.
- Homework set for KS3 core PE will be 1 piece of work for the entire year linked to Health Related Fitness and leadership key concepts.

## **Types of Homework**

All tasks will be set on Google Classroom and might include such things as:

- Reading
- Writing assignments
- Preparing an oral presentation
- Finding out information/researching a project.
- Self-quizzing using a knowledge organiser
- Online test or quiz
- Practice questions
- Creating flash cards / mind map
- Coursework
- Vocabulary learning

## Homework Process:

1. Homework will be set in accordance with the expectations set out on page 2 (Duration).
2. Pupils will be set homework at the same time each week or fortnight by their teacher. For example on a Week 1 Monday period 2, and a Week 2 Wednesday period 5 by their Maths teacher, or a Week 2 Thursday by their Geography teacher. Pupils must be given at least 2 full school days between setting and submission of homework. To avoid pupils being overwhelmed by too much homework on certain days, teachers will discuss which day they will set homework with each class. Class teachers will give a copy of their homework schedule to the HoD, who will monitor it's implementation and report on it to their SLT line manager.
3. Pupils will record the homework schedule in their planners.
4. The class teacher will explain and set the homework, giving a realistic deadline (never the next day).
5. Non-submission of homework will be recorded on the Management Information System (Bromcom) [No Homework submitted] and 2 negative behaviour points allocated. An automated message will be sent home to parents informing them
6. At Key Stage 4, where the homework contributes to Non-Exam Assessment (NEA) piece of coursework (e.g. in Physical Education or Design and Technology) departments may set a detention / catch up session to ensure deadlines are not missed.
7. Although there will be no formal detention for most subjects, the negative points for No Homework submitted will count towards the thresholds for increasing sanctions on the partnership stages, so pupils must complete homework every time.
8. Pupils handing in homework on time will be given 5 positive House points.

## Organisation of Homework

All pupils have a Planner which they should carry with them at all times to record their homework; they should also regularly check the Google classroom for each subject.

## KS5

Students in the sixth form will be expected to devote significantly more time to their independent learning (approximately five hours per week outside lessons) for each subject they are taking. They are encouraged in addition, to read as widely as possible around their chosen subjects to broaden their knowledge.

Independent study in Huish Sixth consists of two distinct types as follows:

- i) Prescribed work from your subject teacher with a fixed deadline, for example, a practice exam question or questions, a titled essay, a specific piece of reading or research. In these examples the expectation is that all sixth form students meet agreed deadlines with teachers. In exceptional circumstances deadlines might be extended but it is the student's individual responsibility to negotiate this with a subject teacher and the subject teacher's decision is final.
- ii) On-going independent study. This is the work we expect students to undertake as part of their daily routine and effective use of study time. Examples would include consolidating prior learning, reading and adding to lesson notes, pre-reading and researching in preparation for new topics, creating revision resources and practicing information recall, wider reading around your subject. Students who embed these activities into their working week tend to achieve the best results.

## Academy's responsibilities

Each subject area / department will agree and publish the knowledge organiser before or at the start of each half term to ensure that all pupils have the opportunity to ask questions or clarify misunderstandings. Curriculum Team Leaders are responsible for ensuring that the tasks set are appropriately scaffolded and quality assured for relevance to the curriculum.

## **Knowledge Organisers**

Knowledge organisers are accessible summary sheets of key information relating to the schemes of learning and copies are put on the google classroom for pupils (KS3) each term; they are also published on the school website. They are intended to support the setting of homework tasks; an example of this might be to learn Tier 2 or Tier 3 vocabulary, or topic key words in a specific subject prior to an assessment.

The knowledge organiser in each subject is a tool to aid student self-quizzing. Because of the testing effect, pupils are more likely to remember content which they regularly quiz on. For the purposes of knowledge organiser usage, quizzing is any activity where pupils have to remember content without prompts or aids.

Knowledge Organisers serve a specific purpose in the curriculum so their creation needs to follow these principles:

- Knowledge organisers support retention of content in a unit of work.
- Knowledge organisers should not, and largely cannot, contain all the content from a unit of work. The information contained should be the most useful to retain in long-term memory.
- Knowledge organisers are primarily used for quizzing because this aids retention of information. Secondary uses may include acting as a support in lessons.
- Knowledge organisers should be broken down into sections which act as sub-sections of the topic or unit. These sections should be clearly labelled.
- Pupils should be able to self-quiz from knowledge organisers. Ideally, this will mean there is a prompt and an answer with sections of the KO easily coverable so that pupils can Look-Cover-Write-Check.
- There should be no sections of the knowledge organiser with information to memorise longer than a sentence.

## **How to use Knowledge Organisers effectively?**

Like all study, learning content takes time and purposeful focus. Knowledge organisers are where you will find all of the key knowledge to help you as you study the subject. They need to be regularly reviewed to help store the knowledge in your memory, and access it during your assessments. To use the Knowledge Organisers well, pupils should:

- Spend time (approximately 15mins) reading one topic within one subject of the knowledge organiser.
- Rewrite some key notes, write on flashcards or draw mind maps to help you pull out key information.
- Read the knowledge organisers aloud (this help some people to remember more easily)
- Read one section, cover up that section, and then test yourself. You can then check to see how much you have remembered.
- Regularly re-read and review (even when you think you know it!)

## **Self-quizzing**

Research about study tells us that one of the most effective techniques for revision is to self-test. We know that this is what the most successful pupils do.

When most pupils think about tests, they don't particularly like the idea. They associate testing with long, difficult exams sat in a classroom or in the exam hall. However, self-testing for revision should not be like this at all. It should be relatively quick and simple, and it isn't a big deal if you get a question wrong.

How to self-quiz?

To self-quiz effectively you will need the following:

1. Knowledge organisers and any other revision materials you may have/use
2. List of topics on the assessment / exam
3. Some self-quiz questions you have prepared (this could be done with someone else)
4. A blue/black pen and a red pen

Pupils can then complete the self-quizzing questions related to that topic. It is essential that pupils self-mark (in red) their answers and write the correct answer in. They should then redo any incorrect questions.

Teachers will need to check the quantity and quality of self-quizzing during lessons; pupils should complete a minimum of 1 A4 page (or equivalent) on the specified topic.

As a core revision skill, pupils should be able to self-quiz: covering answers and attempting to write them out.

### **Online test or quiz**

Pupils complete a test or quiz online. Feedback is provided online and pupils are expected to study the identified topic before the test/quiz and to complete tasks without the aid of revision.

Subjects may choose to use specific online platforms for such as *memrise* for MFL, *Heggerty* for Maths etc. Pupils will be directed as necessary and provided with login details if necessary.

### **Mind mapping**

Mind mapping is simply a diagram used to visually represent or outline information. It is a powerful graphic technique you can use to translate what's in your mind into a visual picture. Since mind mapping works like the brain does it allows you to organize and understand information faster and better. The mind mapping design enables you to easily sort through different details and recognize relationships among these details. There are essential characteristics of mind mapping you need to know and remember when making mind maps.

First of all when mind mapping you need to identify and place the central topic at the centre of your mind map. It will serve as the central image or the focal point of the map. Second the main themes of the central topic radiates from the central image. This is why mind mapping is known to be the expression of radiant thinking. Third the 2<sup>nd</sup> level topics will form as the branches for your mind map. These branches form a connected nodal structure. Do a simple "Mind Map" google search for examples. More information on creating Mind maps is available on the school website.

### **Reading**

As a school, reading is a central component of our curriculum intent and we are committed to ensuring our pupils are confident readers. A huge part of improving a student's ability to read well is teaching and developing vocabulary. Knowledge organisers will include both tier 2 (academic) and tier 3 (subject specific) vocabulary with concise, student friendly definitions.

The vocabulary included on our Knowledge Organisers should be those words that are essential for pupils to understand in order to speak and write confidently about the topic. The explicit teaching of these words should be planned into schemes of learning, including drawing attention to any specific spelling patterns, etymology, or synonyms/antonyms that will further support their understanding of these words.

In order to add a word to their long-term memory, pupils need to be exposed to that word between 5 and 17 times. To allow time for sufficient introduction, repetition, and review of the Knowledge Organiser vocabulary we should therefore be aiming to introduce pupils to no more than 4 new words/phrases per week of a unit (which would equate to no more than 20 words/phrases over a 5 week unit for example). The quantity of vocabulary included may therefore vary from subject to subject, and unit to unit, but we should be aiming for quality over quantity in this respect. Because reading is a vital skill that is necessary for life and achievement across the curriculum each subject area will set a reading homework **on at least two occasions each half term.**

### **Feedback**

Teachers will check that homework has been completed and examine the quality of that homework. Teachers are not required to give pupils individual written feedback on their homework. Teachers will instead use the observations gained from reviewing the homework to inform future lesson planning.

## **Parental support**

Family support with homework is vital for student motivation and success. Ways to support pupils with their homework:

1. Check Google Classroom at least once per week.
2. Look at pupils' homework daily; when self-quizzing, check pupils have been self-correcting using an alternative colour pen.
3. Where possible, provide pupils with a quiet and calm working environment away from distractions such as mobile phones, TV, the internet. Please note that for self-quizzing and practice questions the use of the internet and IT are not needed unless stated in the homework instructions.
4. Parents can ask to see Knowledge Organiser folders and quiz the child by telling or showing them part of the Knowledge Organiser whilst asking them to give you the answer from the Knowledge Organiser. Also, parents can check self-quizzing books to ensure quizzing is happening in the book (looking at or reading the knowledge organiser is not enough).

## **Holiday homework**

Whilst we appreciate that holidays are an important time to relax and spend time away from school, at times it may be appropriate for pupils to be set homework tasks. Subjects may wish to set reading, vocabulary or knowledge tasks for Years 7, 8 and 9 pupils when they feel it is necessary. Year 10 and 11 pupils will often be set homework during holidays to ensure progress is continued on examination courses.

## **Academy's responsibilities**

Curriculum Team Leaders are responsible for ensuring that all teachers in their team are setting appropriate homework regularly and checking the standard. This should be monitored half-termly as part of the department's quality assurance schedule.

## **Parents'/Carers' role in Homework**

- Parents/carers should support pupils with their homework but accept that their role will become less and less important as pupils become more responsible and independent.
- Parents/carers should try and provide a suitable place where pupils can work or encourage them to make use of the school's facilities.
- Parents/carers should encourage pupils to meet homework deadlines.
- If parents/carers feel that insufficient or too much homework is being set, they should contact the tutor who will investigate the situation.
- Parents/carers should make it clear to pupils that they value homework and support the Academy in explaining how it can help them to progress.
- Parents/carers should encourage pupils and praise them when homework is completed.

## **Pupils' responsibilities**

- Pupils should always carry their academy diaries with them.
- Pupils should record the homework set even if they have written it in detail in their exercise book or if it has been posted in Google classroom.
- Pupils need to accept that deadlines must be kept.
- If pupils are absent, they need to find out what work has been missed and catch up on it. Being away on the day that homework is set is not an excuse for not doing it.

- Problems with homework should be resolved before the deadline. If necessary pupils should see their teacher for help.
- Pupils should take a pride in doing their best.

Approved by the Principal: July 2022

Review date (3 years): June 2025 unless changes required earlier