

Homework Policy

Key Principles

1. Homework is an integral and important part of learning for pupils at Co-op Academy Walkden.
2. Research shows that the impact of homework is an additional five months progress on average. However, beneath this average there is a wide variation in potential impact, suggesting how homework is set is likely to be very important.
(<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/>)

HOMework IS SET IN ORDER TO:

- Encourage students to develop the skills, confidence, motivation and self-discipline needed to study effectively as independent and life-long learners
- Consolidate, reinforce and extend what students know, understand and can do at school
- Extend school learning: not all learning takes place at school
- Involve parents and carers in students' learning and keep them informed about what pupils are doing at school
- Help students to get to grips with managing particular demands, such as GCSE courses.

Therefore, homework at Co-op Academy Walkden should meet at least one of these core principles:

- **Embed** - consolidate learning that has taken place in the classroom e.g. revision for assessment or learning key knowledge
- **Practice** - refine knowledge and procedures learnt in the classroom based on feedback from the teacher e.g. redrafting or improving work
- **Extend** - move learning beyond what has been achieved in the classroom e.g. adding breadth to existing knowledge
- **Apply** - use learning from the classroom to complete a specific task e.g. writing a practice exam question based on content covered in the lesson.

Homework should be deeply integrated into the curriculum, teaching and assessment. It should not be a bolt-on but an extension of what happens in the classroom. To ensure pupils are motivated to complete homework Alex Quigley suggests we ask the following questions when staff set hw:

- *Has the purpose of the homework been made clear to students?*
- *Are the students in possession of all the resources required to undertake the task independently?*
- *What are the existing beliefs about home learning (students & teachers) that we need to recognise/challenge?*
- *How can we best leverage parental support for home learning that is effectively communicated?*
- *How do you plan to provide specific and timely feedback to students on their home learning?*

<https://www.theconfidentteacher.com/2018/01/the-truth-about-homework/>

Homework should NOT be open ended or vague research tasks which does not have specific criteria or results in pupils copying and pasting. Homework should not be elaborate craft or building tasks that put some subjects at a disadvantage, or is busy work for the sake of it that has a tenuous link to learning.

All homework is set on Classcharts and also recorded in student planners. Google classroom may be used as a tool to organise and upload work but homework must be set separately through class charts.

All teaching staff will:

- Set tasks which promote the acquisition of knowledge and understanding (fluency) in subjects;
- Relate tasks to the knowledge organisers for each subject;
- Publish independent learning tasks on Class Charts in line with the prescribed amount and frequency;
- Test retrieval and memory through regular low stakes quizzing in class and regular formal assessments.
- Ensure the submission of homework is recorded either in the 'submission' facility in Class Charts (submitted, submitted late or not submitted) or in their own personal mark books.
- Ensure that patterns of missed or late homeworks are followed up in a timely fashion with parents and carers.

Subjects leaders will:

- Ensure a subject-specific homework policy is shared with each team
- Ensure homework is planned which promotes the acquisition of knowledge

- and understanding in their subject area
- Monitor the setting and supervision of homework in their subject area, ensuring teachers are held accountable for homework set.

HOMWORK ACTIVITIES MIGHT INCLUDE THE FOLLOWING:

- Short or long answer questions or pieces of writing
- Learning key vocabulary
- Retrieval practice/ use of knowledge organiser
- Reading
- Research
- Revision
- Teaching parent(s)/ carer(s) what has been studied at school

Pupils may expect to receive two or three pieces of homework per night and on those nights when less is set to engage in reading, revision and retrieval practice including self-quizzing.

HOMWORK FREQUENCY AND EXPECTATIONS

At KS3, the minimum independent learning students should be set by their subject teacher is below.

Subject	Frequency per 2 week cycle	Subject	Frequency per 2 week cycle
English	2	History	2
Maths	2	Geography	2
Science	3	Computer Science	2
French	2	Technology	1
RE	1	Food, Music, Drama	1 every 2 lessons (monthly)
Art	1		

The homework timetable ensures that pupils are able to organise their time more effectively. Each independent learning task should take approximately 30 minutes.

At KS4, the minimum independent learning students should be set by their subject teacher is below.

Subject	Frequency per 2 week cycle	Subject	Frequency per 2 week cycle
English	3	Option A	3
Maths	2	Option B	3

Science	3	Option C	3
		Option D	3

Each independent learning task should take approximately 30-45 minutes but could take longer if the nature of the task dictates it.

STUDENTS ARE EXPECTED TO ENSURE THAT:

- They can use class charts and any other links such as Google classroom to access the resources needed to support homework
- They do their best with each piece of work.
- They ask for help if they find the homework too difficult, either from their teacher or from their parent(s) or carer(s).
- Establish a routine with regard to homework, aiming to complete the homework if possible on the night that it has been set, then returning to it late and looking over the work with a fresh pairs of eyes, checking upon quality and accuracy.
- Complete homework on time.
- Be proactive about independent study and make use of other sites which are recommended such as GCSE pod and Seneca learning.

HOW CAN PARENTS AND CARERS HELP?

- Sit down with students, checking and talking about the homework that has been set, using the class charts app
- Provide a quiet and suitable work space (e.g., a desk or table with a chair) for pupils where they are not distracted by interruptions (and preferably away from watching the TV!)
- Keep younger children out of students' way as they work
- Help pupils establish a routine with homework setting aside time for it to be completed and ensuring that it is seen as a priority
- Support and praise student work, not just when it is completed, but as it is being done
- Give help if required without doing the homework for students!
- Encourage pupils to meet deadlines

REWARDS AND SANCTIONS

Students should be rewarded for producing good homework. For example, constructive feedback may be given orally or in writing, achievement points may be awarded in line with school policy and departments are encouraged to contact home to inform parents/carers e.g. via a phone call.

If a student forgets his/ her homework, he/ she will need to speak to the subject teacher before or during the next lesson. The subject teacher may extend the deadline for the piece, but if homework is not produced thereafter, a 'not submitted' will be recorded by the class teacher. If lack of homework or late homework becomes a consistent issue (i.e 3 or more homeworks late) then staff will contact home to raise concerns.