

Homework Policy

Heathcote School and Science College



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To be reviewed:	Every 2 years
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Next review due:	Autumn 2025
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Other Documentation

This Policy should be used in reference with the following documents;

- Remote Learning Policy
- Behaviour Policy
- E Safety Policy
- Teaching & Learning Policy

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Homework at Heathcote

Homework is vital to continuing our pupils' learning experience, helping them gain independent study skills, deepen their learning and develop habits of autonomy and personal responsibility, enabling them to succeed at GCSE level, Post 16 and beyond.

We expect all pupils to complete their homework tasks and be praised for their efforts. Some pupils may not have a quiet space for homework or may prefer to complete their homework at school – these pupils will have the opportunity to study in the library both before and after school.

Evidence base: The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit evidence summary for secondary home learning states: "The evidence shows that the impact of home learning, on average, is five months' additional progress."

Reading Homework

All pupils must read for 20 minutes every day. This is an essential part of the weekly independent learning expectation of pupils, which will help them to develop their literacy skills to support their academic learning, among many other benefits.

- Years 7-10 will have library visits where they will be helped to choose appropriate books and learn how to track their reading progress.
- Tutors and English teachers will continue supporting and monitoring pupils with their weekly reading as part of the Accelerator Reading programme.

Evidence base: Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards.

Subject Homework

To be meaningful and effective, homework should be:

- Set regularly, allowing short bursts of engagement.
- Clearly related to the current class work or upcoming Challenge Week assessment, well-sequenced, embedded into schemes/lessons and outlined on the subject curriculum maps.
- Designed to consolidate or extend the learning in the lesson, allowing pupils to apply or revise their learning or prepare pupils for upcoming learning.
- For KS3 and KS4, it is a minimum for pupils to complete online platforms for English, Maths and Science.
- For KS3 and KS4 other subjects like History, DT, PE and others, homework is set by the Department Lead or subject teacher on Google Classroom with a minimum 4-day turnaround, but ideally a week.
- For KS5, homework is set by the subject teacher as per pupil needs or class requirements.

Evidence base: The Education Endowment Foundation found that: “The quality of the task set appears to be more important than the quantity of work required from the pupil” (EEF).

Types of Homework

Homework refers to any learning task a pupil is asked to do outside the classroom. These include:

1. Preparation task
2. Flipped learning
3. Retrieval quizzes
4. Application of learning

Explained Pedagogy

- A preparation task is any activity pupils do before a lesson to help them learn the material. This could include reading the textbook, watching a video, or completing a worksheet. Pre-reading is a specific preparation task involving reading the assigned text before class. This can help pupils understand the material better and participate more actively in class discussions. For example, pupils are required to watch a video of the content knowledge they will use in class or read a case study that the pupils will analyse in class. Alternatively, pupils may be given the upcoming Fertile Question/Big Question in class.
- Flipped learning is a pedagogical approach in which pupils learn the content outside of class and complete practice problems or assessments in class. This approach can be effective because it allows students to learn independently and get immediate feedback on their work. For example, pupils studying Elizabethan England in English or History may answer questions about the characters or key events in a Google quiz or Seneca.
- Retrieval quizzes are short quizzes designed to test pupils' memory of the material they have learned. These quizzes can be effective for helping students retain information and prepare for exams.
- Application of learning is the process of using what you have learned in a new context. This can be done by solving problems, writing essays, or creating projects. Application of learning is important because it helps students solidify their understanding of the material and make it more meaningful.

**See Appendix One for best practices in these different homework types.*

Regularity and Routines

As a minimum, homework will be set with the following regularity. However, departments may set additional tasks to suit the need of their classes.

Homework Offer

Key Stage	KS3 - core	KS3 - options	KS4 - core	KS4 - GCSE options	KS5 - chosen pathway
Time allocation	Weekly and 30 minutes minimum for each subject.	Fortnightly or one project per half term/ unit.	Weekly and 60 minutes for each subject.	Fortnightly or one project per half term/ unit.	Weekly and 60 minutes minimum for each subject.
Subjects	Maths Maths Watch	i.e. History Computer Science Design Technology Geography MFL PE RE Art and others.	Maths Maths Watch Timetable Rockstars	i.e. History Computer Science Design Technology Geography MFL PE Art Triple Science Sociology and others.	A combination of tasks i.e. exam/quizzes
	English Lexia (year 7 only) Seneca (year 8/9)		English Seneca		Engage in Uplearn - STEM subject
	Science Educake		Science Educake		

Bespoke pathways: at KS3, there is a bespoke offer for **some of our key vulnerable pupils** focusing on Maths, English and Science.

Expectations of Teachers

- Department Lead/ assigned staff will upload the following on Google Class at the start of each term/unit (signpost):
 1. Knowledge Organisers
 2. A list of subject terminology words
 3. List of revision books suited to the topic/unit.
- Homework QA process: Assign a lead per dept; create a folder on GC for all classes titled 'Homework - Aut' (and follow suit for the other terms); generate Seneca Report or Dept tracking system; parent communication; implementation strategies; review.
- Class teacher to **explain** the homework clearly in class and **model** the success of how pupils should complete it, if appropriate.
- Ensure pupils get **feedback** on homework. This could be through **verbal or written feedback based on peer marking, self-marking, teacher marking or a self-marking quiz online.**
- Set the homework or description of the task on **Google Classroom** as an assignment scheduled to go out **within working hours.**
- Use homework results to inform future teaching, including highlighting misconceptions via in-class tasks.
- If the homework is handed out in class, an **electronic copy must** also be **uploaded** on Google Classroom.

- If the pupils cannot access the internet or have access to Chromebooks, they must be set an alternative task to mirror the same outcome.
- Aim to set and collect homework on the same day to enable pupils to stay organised, i.e. homework collection day for X subject.
- Give pupils a **minimum of 4 days** to complete the homework. This should **ideally be a week or longer or include a weekend for shorter deadlines**.
- Give **differentiated homework** (or differentiated options within a task) to pupils if they struggle to complete the task due to learning needs OR if they have exceptionally high attainment and need a further challenge.
- Teachers use Arbor to log positive points i.e. based on effort, outstanding pieces and consistency. These reports generated will be used in reward assemblies termly (top 5 pupils per year group).
- Failed homework steps:
 1. When homework is not completed/submitted, an extension will be given with a **new submission date**—ideally, **2 days extension** but it could be more.
 2. **Rewards/Sanctions flow chart:**
 - P1 = Excellent homework effort
 - P1 = High-quality homework
 - P1 = Homework consistency
 - *0 = Failed to meet 1st deadline, extension given (no detention but email home)/ if the extension deadline not met, then CD follows.
 - CD = Missed x2 homework (detention) → Years 7, 8, 9, 10 detentions (missed x2 pieces)
 - CD = Missed homework (detention) → Years 11, 12, 13 (each piece missed)

*This will be logged via Arbor, so a parent email is generated with details informing parents

1. Failed homework
2. Extension of homework.
3. Option for the pupil to complete homework on the year group day (see table 1).

Homework Club

There are two places on offer for pupils:

1. The library is optional for **all pupils** and is available to complete homework every day from 8am-8.30am (before school) and after school 3.10pm-4pm (Mon, Tues, Wed).
2. If a pupil needs a quiet space to complete homework, they can attend a designated year group day to complete the homework (optional).

Homework Timetable (Table 1):

Space	Years	Day	Time	Room
Designated year group days	7 and 9	Tuesday	15.05-16.00	H111
	8 and 10	Wednesday	15.05-16.00	H111
	Year 11	Monday	15.05-16.00	H111
Open room	All years	Monday-Wednesday	15.05-16.00	H111
Library space (AM)	All years	Monday-Friday	08.00-08.30	Library and H111
Library space (PM)	All years	Monday-Friday	15.05-16.00	Library and H111

Expectations of parents/carers/guardians

Parents/carers/guardians are expected to:

- **Access Arbor** to check homework extension emails and ensure work is completed.
- **Sign up to Google Classroom** to engage with the homework set and access email summaries that include:
 1. Missing work—Work that’s late at the time the email was sent
 2. Upcoming work—Work that’s due today and tomorrow (for daily emails) or work that’s due in the upcoming week (for weekly emails)
 3. Class activity—Announcements, assignments, and questions recently posted by teachers
- Make sure your child has time to complete homework and **read for 20 minutes daily**.
- Ensure a quiet, suitable place to complete homework (a clear desk - space, comfortable chair, good lighting and a calm, quiet atmosphere will all help). **If this is not possible, encourage your child to use the school library or the local library.**
- Help your child plan time effectively so that all homework is completed and handed in for marking by the given date.
- Work with your child by encouraging research, opportunities for learning and access to relevant and safe ICT sites.
- **Review your child’s exercise books, classwork, and online files** to understand the nature and quality of work and to acknowledge where and how your child has made progress.
- Show regular interest in your child’s work by talking to your child about the work set and its relationship to what is being studied in class.

- Acknowledge your child's efforts to complete the homework and encourage them to keep meeting the deadlines.
- Parent questions to support home conversations on homework:
 1. *Tell me one thing you've learned from yesterday's homework.*
 2. *What homework did you have for [subject] that made you feel proud?*
 3. *What word did your teacher say the most today/emphasis when setting the homework?*
 4. *Did you need to ask your teacher for help with this homework?*
 5. *What homework set last week made your brain work really hard?*

Core website links:

Frequency	Subject	Website
Weekly	Maths: Maths Watch Sparx Maths (if specified)	https://vle.mathswatch.co.uk/vle/ https://sparxmaths.com/
	English: Lexia Accelerator Reader Seneca	https://www.lexialearning.com/ https://www.renaissance.com/products/accelerated-reader/ https://senecalearning.com/en-GB/
	Science: Educake	https://www.educake.co.uk/

Homework timetable for KS3

The table below shows the homework outline set for each year group:

	Week A	Week B	One project a half-term
Y7	Maths English Science History Computer Science Design Technology	Maths English Science Geography MFL Art	Drama, Dance & Music PE, RE
Y8	Maths English Science Geography MFL Art	Maths English Science History Computer Science Design Technology	Drama, Dance & Music PE, RE
Y9	Maths	Maths	Drama, Dance & Music

	English Science	English Science	PE, RE
	History Computer Science Design Technology	Geography MFL Art	

Note: homework at KS4 and KS5 is department dependent.

Expectations of Pupils

- Check Google Classroom **daily**
- Complete all homework on **time**
- **Use** the **Knowledge Organisers** to review for assessments or challenge week tests and use the **subject terminology** words in the homework tasks.
- Complete all homework independently unless stated otherwise, and to a high standard.
- Make up any missed homework, if absent. If this is not possible, request an **extension** from the teacher.
- If required, seek help from the teacher **before the deadline**.

***APPENDIX 1**

This appendix reports on the best practices found at Heathcote School through MER, observations and other findings.

Flipped Learning

Staff and pupil voice suggested that flipped learning had the potential to increase engagement in homework. There was an increased motivation and pupils responded really well to flipped learning. There was a high completion rate and it added to a feeling of competition within the class. However, it was also suggested that pupils must be “trained” via scaffolding or modelling expectations to do this task well; therefore, it may take weeks for all pupils to complete it successfully.

Flipped learning was most effective when:

- Pupils were given clear guidance on what they were expected to do and how the homework would inform the subsequent lesson(s).
- Pupils knew this type of task had been successful with other classes.
- Pupils started the flipped learning in class helped to remove barriers to accessing the work.
- Pupils had a week to complete the task and were given verbal reminders mid-week.
- Pupils understood the importance of flipped learning and how completion of the flipped learning would help them understand future lesson content.
- Teachers used peer marking, cold calling and a mini-whiteboard quiz to check for understanding after the pupils had completed the flipped learning.

Staff workload was reduced when teachers checked for understanding of flipped learning in the classroom. This also meant that pupils got rapid feedback and were more motivated to complete the home learning.

Retrieval Quizzes

Staff and pupil voice suggested that pupils engaged well with online platforms like Seneca, and Educake as they are time efficient and allow pupils to demonstrate prior learning.

Retrieval quizzes were most effective when:

- Pupils were set a quiz on the same day each week.
- Teachers gave multiple reminders about it being completed.
- Teachers used the results of the quiz to identify and clarify misconceptions and use these to re-teach topics.

Staff workload was reduced through existing retrieval platforms. Still, it could be furthered/bespoke to our curriculum if Google Quizzes were created as multiple-choice questions and then to be kept/shared within the department (for the future).

Application of Learning

Staff and pupil voice suggested that when learning tasks engage pupils to actively participate in thinking processes, they could better grasp abstract concepts. This had the added benefit of stimulating creativity and imagination and eased the learning process of abstract concepts. Application of learning tasks also gave pupils the freedom to be creative in their learning

Application of learning tasks were most effective when:

- Pupils were clear about the expectations for the outcomes they should produce.
- Pupils had an audience for their end product. For example, the output was much higher when pupils created work for the Art open evening.
- The task was used as a tool of assessment allowing teachers to determine how much pupils have understood.
- Pupils were given ample time to complete the tasks. For example, projects were set before the holidays or over a half term.
- Pupils worked in groups and there was a competitive element to the task. This increased levels of motivation and completion rates.