

KIRKBURTON MIDDLE SCHOOL

Homework Policy



Responsibility:	S Kerr
Last reviewed on:	Spring 2022
Next review due by:	Summer 2025
Approved by:	Governing body

Introduction

Kirkburton Middle is dedicated to raising the achievement of all pupils and recognises the significant contribution homework can make to the personal, social and academic success of each child.

Homework provides an opportunity for parents and child to share purposeful independent learning opportunities in the supportive atmosphere of the home. It can therefore become a vehicle for developing and enhancing partnership and raising pupil attainment.

The benefits of 'Independent Learning' through homework

For pupils, these may include:

- A sense of responsibility for their own learning
- Opportunities for additional learning time
- Improved self-confidence and motivation
- Improved understanding of the knowledge and skills they have to learn and improve on in each subject
- The formation of good study skills

For parents, these may include

- Sharing in their child's learning
- Showing an interest in their child's education
- Monitoring their child's progress

The purpose of Independent Learning

- To provide the pupil with practice in aspects of class work and to consolidate/reinforce learning
- To prepare for future learning/lessons
- To enable pupils to become independent and organised learners
- To encourage pupils to manage their time
- To foster a partnership between home and school
- To provide parents with an opportunity to share in their child's learning
- To enable parents to be involved and informed about the type of work being undertaken in lessons

Types on Independent Learning

- Preparation and revision for knowledge quizzes and mini tests
- Revision for more summative assessment tasks
- Reinforcement of class work and practice of skills
- Reviewing, redrafting or summarising a piece of work

The frequency and duration of Independent Learning

- Year 6: a maximum of 30 minutes per homework per subject. See Homework Frequency Plan
- Year 6 Half-term 1: English, maths, science homework only, daily reading.
- Year 6 Half-term 2: all applicable subjects
- Year 6 Half-term 3, 4, 5: English and maths only (to support SATs)
- Year 6 Half-term 6: all applicable subjects

- Year 7 & 8: a maximum of 45 minute per homework, daily reading. See Homework Frequency Plan.

Maths, English and Science will be issued every week. Other subjects may be more variable – please see the attached grid for more details of each subject.

Staff must carefully consider the needs of our SEND pupils when setting homework. Homework must be clearly explained and manageable for all learners. Consideration must be given in particular to spelling and key word homework tasks with maximum and/or minimum targets clearly communicated to pupils (and parents via Edulink One), which may be different from those of other learners. Staff must ensure they are familiar with the details of pupil IEPs.

Professor John Hattie’s meta-analysis of studies show homework which is built around meaningful, independent learning tasks which are given only when they enhance the learning in the classroom have the highest impact on learning. These principles underpin this policy. The issuing of ‘bolt-on’ style homework tasks is not effective. Project style homework should be avoided in favour of tasks the ensure pupils know more and remember more.

Research from the Education Endowment Fund shows that:

Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools (EEF)

Reading

Research shows that reading for the joy of it has powerful, measurable real-life benefits that can transform lives. For children reading can impact in the following ways:

- Their vocabulary is larger and more extensive.
- They perform better academically.
- Their imagination can run wild.
- Their creativity skills develop.
- They develop empathy.
- They gain a deeper understanding of their world.
- Their concentration levels improve

Surveys have shown that people who read have greater serotonin levels and are ‘happier’

Feedback

Not all homework will need written feedback or comments from the teacher as some will be self-marking/ have built in electronic feedback. In other instances, where feedback is necessary it may be whole class feedback/ individual written or verbal feedback to the pupil.

Who does what and when?

Subject Teacher:

- Promote and support the homework and independent learning Policy
- Set all homework tasks on Edulink, ensuring pupils record details in the pupil planner
- Ensure homework is appropriate for all pupils, scaffolding where necessary
- Consider the quality of homework over the quantity
- Clearly set out the aims of the homework to pupils
- Explicitly teach independent learning strategies to support the completion of homework
- Feedback promptly when necessary

- Record non-completion of homework on SIMS
- Monitor the non-completion of homework
- Reward pupils for completing homework effectively and to the best of their ability
- Monitor the impact of homework on pupil engagement, progress and attainment

Form tutors:

- Monitor the completion of homework through monitoring SIMS home page, act if it's a recurrent issue across subjects. Liaise with pastoral leaders.
- Support class teachers in promoting the Homework and Independent Learning Policy.

Pupils:

- Ensure homework is recorded in the planner with the correct deadline
- Check Edulink daily for homework details and links
- Recognise the important part homework and independent learning play in their education
- Complete set tasks to the best of their ability
- Follow KMS Way rules of presentation and effort
- Keep their parents informed about homework

Parents/Carers:

- Be aware of the Homework and Independent Learning policy
- Use the Edulink app to support their child with homework tasks
- Encourage and support their child and provide an appropriate environment for learning
- Encourage their child to read everyday
- Contact the subject teacher should they have any questions about the homework set?

Implementation, monitoring and review

This will be done through book reviews, lesson observations, pupil voice, parent voice and departmental reviews.

Non-completion and non-return of homework

The responsibility for following up homework remains with the subject teacher. In most cases, failure to hand in homework or handing in homework late will result in a **behaviour point on SIMS**, which will also alert parents, and a short subject catch up detention to complete the work. Pupils may also be directed to homework club at lunch times.

Continued non-completion of homework will result in a 30 minute lunchtime detention and compulsory attendance at homework club.

Homework club is available each lunchtime.

A more widespread issue, across subjects, will be investigated by the form teacher with the support of the pastoral Team.

Homework Frequency Plan

Year 6	Number of times per week/fortnight/half term	Approximate duration in mins	Description of tasks (approximate)
English	Half term 1 x1 Half term 2,3,4, 5 x2 Half term 6 x1	30 mins (min) 1 hour (max)	Students complete tasks in spelling booklets. They are given a list of ten spellings each week (from Year 5 and 6 Statutory word lists). They can practise these spellings on the EdShed website. 2 nd piece: comprehension based task
Maths	Half term 1 x1 Half term 2,3 x 2 Half term 4,5 x 3 Half term 6 x1	Max of 30 mins each	TT Rockstars to be one early on to work on Times tables. 2nd piece: consolidation from lessons using Mymaths or EEDI 3 rd piece: spellings of key words
Science	1 per week in y6	Max 45 mins	SENECA learning once a week – a variety of current and previous learning to consolidate and review. Spellings – five spellings given per week, spelling tests will happen in lessons.
French Week A	1 x fortnight	20 mins	Vocab learning, wordwall, active learn activities, mastery learning
History Week B	1 x fortnight	30 mins	Seneca Learning – focus on knowledge retrieval. Other tasks may include worksheets to consolidate or extend learning completed in the classroom.
Geography Week A	1 x fortnight	30 mins	Seneca Learning – focus on knowledge retrieval. Other tasks may include quizzes or worksheets to consolidate or extend learning completed in the classroom.
D&T Week B	1 x fortnight	20 mins	Variety: worksheets, revision, retrieval practice.
Art	2x per half term	20 mins	completion of work, learning key concepts eg colour theory
RE	1x per half-term	15 mins	Online quiz based knowledge task
PSHE	1 piece per month	20 mins	Reflection task of the unit previously completed
Computing	1x per half-term		Retrieval quiz
Music Week A	1x fortnight	10-15 mins	Practising key words and meanings, musical notes names, reading of notation, listening, video clips to support learning, quizzes, online rhythm training.
Reading	Daily	20 mins	

KS3 (Y7 & 8)	Number of times per week/fortnight/half term	Approximate duration in mins	Description of tasks (roughly)
English	Year 7 and 8 x1 per week	30 -40 mins	Generally Educake homework task: SPaG knowledge, comprehension tasks
Maths	Yr 7 & Yr 8 1x week.	Yr 7 35 mins (max). Yr 8 45 mins (max).	Depending on the group: TT Rockstars to work on Times tables. A piece to be a follow up or extension from the work done in the week or Mymaths or EEDI as a pre-teaching tool.
Science	1x week	max 1 hour	SENECA learning once a week – a variety of current and previous learning to consolidate and review. Spellings – five spellings given per week, spelling tests will happen in lessons
French	1 x fortnight	20 -30 mins	Vocab learning, wordwall, active learn activities, mastery Learning, short writing/reading tasks
History	1x fortnight	1h per week (max)	Seneca Learning – focus on knowledge retrieval. Other tasks may include worksheets to consolidate or extend learning completed in the classroom.
Geography	1x fortnight	30 mins	Seneca Learning – focus on knowledge retrieval. Other tasks may include quizzes or worksheets to consolidate or extend learning completed in the classroom.
D&T	1 x fortnight	20-30 mins	Variety - research tasks, worksheets, questions, retrieval to consolidate learning.
Art	1 x fortnight	20 - 40 mins	Pactice of skills learnt in lesson but applied to a different task, research work eg related to an artist, producing artwork on a theme studied in class but allows for pupil individual creativity.
RE	1x per half term	20 mins	Revision for assessed tasks
PSHE	1x per half term	15 mins	Reflection task of the unit previously completed
Computing	1 or 2x half term	20 mins	Generally retrieval quizzes.
Music	1 x week	15-20 mins	Developing skills, practising key words, reading notation, listening, research, video clips to support learning, quizzes.
Reading	daily	20 mins	