



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

HOMEWORK

Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

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ST. CUTHBERT'S HOMEWORK POLICY

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1.0 CURRICULUM VISION

Rooted in the teachings of Jesus Christ and His Church, the curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics to flourish as global citizens bringing about the Common Good. Our holistic curriculum enables us to be the best that we can be.

1.1 Homework policy intent

This centralised policy is designed to help students to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. It aims to support students to learn efficiently and effectively at home and develop good learning habits so that they do not become stressed or overwhelmed with the amount of work expected of them, particularly at Key Stage 4. It also aims to ensure homework is well organised and not burdensome for staff so that it can be successfully managed and completed.

2.0 RATIONALE

Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. At St Cuthbert's, homework is set to enable our students to be the best that they can be. Research conducted by the EEF in 2020 concluded that homework can result in five months' additional progress. This policy is designed to build upon sound educational research (see **Appendix A**) and our three strands of homework (*Need to Know, Above and Beyond* and *Getting Ready*) have all been planned with this research in mind. St Cuthbert's RC High School recognises that effective homework is a key factor in supporting the five year learning journey for our students. Excellent learning habits such as organisation, prioritisation and practice enable students to be independent learners equipped with the knowledge and cultural capital they need to succeed in life. By focussing *Need to Know* homework on essential knowledge, students are supported to meet National Curriculum expectations and become expert learners by forming good habits. *Above and Beyond* challenges allow students to be creative and encourage a love of learning. *Getting Ready* homework helps to prepare KS4 students for their GCSE exams.

All homework is linked to the topics being learnt in class. In *Need to Know* homework, students complete self quizzing of their Knowledge Organisers and then complete a MS Forms quiz to check for understanding. As a result, it is meaningful and serves to prepare students for the thinking and learning that will take place in class, or to consolidate the knowledge learnt. The regular self-quizzing done by students at home allows them to master important subject content, thereby reducing the likelihood of cognitive overload in class. The homework set is designed to help students to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (see **Appendix B**). The completion of regular review of subject content is integral to teaching and learning at St Cuthbert's and the homework policy allows students, teachers and parents to support this approach.

Students, parents/carers and the school all have responsibilities and our shared approach is consistent and positive. Work that is completed outside of school is used to inform teachers about which skills can be independently applied, the knowledge that has been learned and the progress that is being made. Teachers will then use this information for planning, teaching and personalised support. Data on completion will allow school to work with families who are struggling to support students' work at home.

Homework also enables students to understand that organisation of their own time and work is a key skill that they learn during their time at school and one which prepares them for further study, employment and later life. Homework activities, such as research, reading and revision tasks help students to practise and develop metacognitive strategies to improve *how* they learn, as well as *what* they learn.

Not all homework is completed at home; for some students who might find it a challenge to work at home, or for some tasks which may require resources that are more readily available at school, it may be necessary or desirable to carry out the task at school.

3.0 CORE PRINCIPLES

This policy is based around the following core principles:

- Homework must be simple and accessible to all students
- Homework must support the retention of knowledge within students' long term memory to support their learning over time.
- Homework must link to the topics being taught
- Homework must contribute to a culture of praise within school
- Homework must encourage a love of learning and enquiring minds
- Homework must be evenly distributed throughout the academic year so as to avoid undue stress and pressure on students in all year groups but particularly at Key Stage 4

4.0 IMPLEMENTATION

4.1 Key Stage 3

At Key Stage 3, there is one strand to the homework policy¹.

1. *Need to Know* homework

4.1.1 *Need to Know*: Self testing using Knowledge Organisers

Homework will be set by each curriculum area in line with the whole school homework timetable. They will complete 60 minutes of homework each day. **See Appendix C.** Students complete self quizzing of their Knowledge Organisers and then complete a MS Forms quiz to check for understanding. They will all receive hard copies of their Knowledge Organisers in a booklet ('Need to Know' booklet). If departments use online platforms (e.g. Maths Watch) then this can be used in conjunction with the Knowledge Organiser to self test. All homework will be **centrally set** on ClassCharts by Deputy Curriculum Leaders (Core) or Curriculum Leaders (Specialisms). The DCL/CL will create a master copy of the homework quiz and duplicate for staff. They will then assign to their classes by sending them the link. All homework will be **digitally marked** (MS Forms or similar) and monitored by the CL/DCL. Positive or negative H points will be issued on completion of MS Form quiz by the class teacher. Positive H points will be celebrated across school and in assemblies. Four negative H points will result in students attending a homework detention. In this detention students will be supported to catch up with their homework and get back on track.

Subject revision and preparation for summative assessments will be centrally set, in line with the assessment calendar.

The learning taking place at home will be tested regularly through low stakes quizzing within lessons and should be self/peer assessed within the lesson. Teachers will then seek to establish whether there are gaps in student knowledge and alter their planning accordingly.

¹ *Above and Beyond* challenges are also set – more information can be found in the enrichment policy. Link to this policy here

4.1.2

4.2. Key Stage 4

At Key Stage 4, there are two strands to the homework policy.

1. *Need to Know* homework
2. *Getting Ready* homework

KS4 students will complete at least 90 minutes of homework each day.

4.2.1 *Need to Know*: Self testing using Knowledge Organisers

At Key Stage 4, homework will be set by each department in line with the whole school homework timetable. **See Appendix D.** Homework will be set by each curriculum area in line with the whole school homework timetable. They will complete 30 minutes of 'Need to Know' homework each day. Students complete self quizzing of their Knowledge Organisers and then complete a MS Forms quiz to check for understanding. They will all receive hard copies of their Knowledge Organisers in a booklet (their '*Need to Know*' booklet). All homework will be **centrally set** on ClassCharts by Deputy Curriculum Leaders (Core) or Curriculum Leaders (Specialisms). Curriculum areas may decide to assign different Knowledge Organisers and tests based on different tiers. The DCL/CL will create a master copy of the homework quiz and duplicate for staff. They will then assign to their classes by sending them the link. All homework will be **digitally marked** (MS Forms or similar) and monitored by the CL/DCL. Positive or negative H points will be issued on completion of MS Form quiz by the class teacher. Positive H points will be celebrated across school and in assemblies. Four negative H points will result in students attending a homework detention. In this detention students will be supported to catch up with their homework and get back on track.

Subject revision and preparation for summative assessments will be centrally set, in line with the assessment calendar.

The learning taking place at home will be tested regularly through low stakes quizzing within lessons and should be self/peer assessed within the lesson. Teachers will then seek to establish whether there are gaps in student knowledge and alter their planning accordingly.

4.2.2 *Getting Ready*: Exam preparation homework

KS4 students will additionally complete one piece of exam readiness homework which should take them 60 minutes to complete. Students will be provided with revision guides and can use these to create revision materials, answer exam questions or complete essay planning. Students will also receive access to online learning platforms such as Tassomai, Kerboodle and Seneca. Again, students should be encouraged to engage with these platforms and their participation will be celebrated.

This piece of work will be set on ClassCharts by the class teacher. It will be assessed either digitally, by the teacher or self/peer assessed in class. Teachers will keep track of students' progress in their own markbooks.

5.0 THE ROLE OF STUDENTS

At every stage, students must:

- Be encouraged to recognise the value of homework, and made fully aware of its capacity to improve learning.
- Be encouraged to use Classcharts and to follow the homework timetable to ensure that their workload is as evenly spread as possible
- Be responsible for completion of homework to the best of their ability and on time.
- Seek appropriate support where needed to ensure that they are able to complete tasks set for homework.
- Provide evidence to their form tutors and teachers of their *Above and Beyond* Challenges

6.0 THE ROLE OF STAFF

6.1 The role of the form tutor

- To signpost students to the timetable on the website and to ClassCharts
- To rapidly resolve any homework issues a child might have (such as inability to access at home)

- To ensure that students are aware of additional support which is available which they may require to complete their tasks.

6.2 The role of the subject teacher

The class teacher controls the direction of homework and the nature of tasks undertaken for the departmental academic subject homework.

The teacher will:

- Remind class of homework according to the timetable.
- Send their classes MS Form homework to complete (MS Form quiz created by the DSL/CL)
- Assign positive or negative H points
- Set KS4 homework on ClassCharts
- Mark and return homework promptly where this is applicable (KS4).
- Provide help and support when necessary, including supporting the Second in Department / Curriculum Leader in any class specific intervention.

6.3 The role of the Deputy Curriculum Leaders / Curriculum Leader (specialisms)

The Deputy Curriculum Leaders will:

- Ensure that the whole school policy is embedded firmly in departmental provision
- Centrally set all homework on Classcharts including the creation of diagnostic tests
- Send duplicates of quizzes to teachers
- Monitor the completion and performance of year groups
- Complete waves of intervention for non completion in conjunction with class teacher (classcharts message, text home, phonecall, meeting)
- Ensure rewards are given for completion of homework
- Analyse and share homework data with department at least fortnightly
- Lead planning of gap pluggings

6.4 The role of the Curriculum Leader (core)

The Head of Department will:

- Ensure that the whole school policy is embedded firmly in departmental provision
- Manage the Second in Deptment making sure that they carry out their role, providing support if necessary

6.5 The role of the PP Team

The PP Team will:

- Support the Curriculum Team in getting students back on track at homework detention / catch up

6.6 The role of the SEN Team

The SEN Team will:

- Support the Curriculum Team in getting students back on track at homework detention / catch up

6.7 The role of the Curriculum Team

The Curriculum Team will:

- Ensure that the homework policy is firmly embedded in school practice by monitoring homework data and raising issues with Curriculum Leaders
- Discuss homework as part of Curriculum Team meetings at least monthly
- Monitoring ClassCharts and conduct regular stakeholder voice
- Adapt and intervene where necessary to ensure success
- To lead one homework detention per week

7.0 THE ROLE OF PARENTS / CARERS

Parents, carers and families can make a positive difference to their child's learning. Their support can play a vital role at all stages of a child's education.

Parents can support the Homework Policy by:

- Monitoring ClassCharts and engaging with messages home
- Setting a regular time every day for homework and encouraging their child to develop good study habits.
- Ensuring that their child has paper, books, pencils and other resources needed to do assignments
- Encouraging their child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- Encouraging their child to meet homework deadlines
- Making it clear to their child that they value the importance of homework and supporting the school by explaining how it can help them to progress.
- Praising their child if they are working hard at something or have achieved something within or out of school.
- Contacting school promptly if students encounter any technical issues at home

Appendix A: A selection of research relating to homework

EEF research	There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight additional months' positive impact on attainment. Benefits are likely to be more modest, up to two to three months' progress on average, if homework is more routinely set (e.g. learning vocabulary or completing practice tasks in mathematics every day). In the most effective examples homework was an integral part of learning, rather than an add-on.
Tom Sherrington	Tom Sherrington, outlines two main purposes of great homework: 1. To provide opportunities for extended practice: Giving students tasks that enable them to improve their fluency and confidence; tasks that support deeper and more fluent recall. Lesson time is not enough on its own and students need structured guidance to support their practice activities. 2. To develop students' capacity for independent learning: This includes giving students tasks that encourage them to explore subjects in selfdirected and/or creative ways, to develop a sense of responsibility for their own learning and to prepare for lessons so that teachers' input is optimised given the time constraints.
John Hattie:	At secondary level he suggests there is no evidence that prescribing homework develops time management skills and that the highest effects in secondary are associated with rote learning, practice or rehearsal of subject matter; more task-orientated homework has higher effects than deep learning and problem solving. Overall, the more complex, open-ended and unstructured tasks are, the lower the effect sizes. Short, frequent homework closely monitored by teachers has more impact than their converse forms and effects are higher for higher ability students than lower ability students, higher for older rather than younger students. Finally, the evidence is that teacher involvement in homework is key to its success.

Appendix B: Ebbinghaus' Forgetting Curve

<p>In the late 19th century, German psychologist, Hermann Ebbinghaus tested his memory over various periods of time. Once he'd gathered all the data from his spaced learning studies, he plotted it on a graph that looked a little something like this:</p>	
<p>Ebbinghaus discovered that information is easier to recall when it's built upon things you already know. Every time you reinforce the training, the rate of decline reduces. The testing effect says that by simply testing a person's memory, that memory will become stronger. Staging frequent training interventions as part of a learning campaign helps solidify the information through active recall.</p>	

Appendix C: KS3 subject homework timetable

Students complete MS Forms quiz after period of self-quizzing (SQ) from their 'Need to Know' booklet

Year	Time	Monday	Tuesday	Wednesday	Thursday	Friday
7 / 8 / 9 Week 1	30 mins	SQ Maths	SQ English	SQ Science	SQ RE	SQ MFL
	30 mins	SQ Drama	SQ History	SQ Art	SQ Geography	SQ Music
Year	Time	Monday	Tuesday	Wednesday	Thursday	Friday
7 / 8 / 9 Week 2	30 mins	SQ Maths	SQ English	SQ Geography	SQ History	SQ RE
	30 mins	SQ D&T	SQ Science	SQ Food	SQ MFL	SQ Computer Science

Appendix D: KS4 subject homework timetable

'Need to Know': Students complete MS Forms quiz after period of self-quizzing (SQ).

'Getting Ready': Subject specific exam preparation.

Year	Time	Monday	Tuesday	Wednesday	Thursday	Friday
10/11 Week 1	30 mins	SQ Maths	SQ English Lit	SQ Science	SQ Humanities	SQ RE
	60 mins	<i>Getting Ready Homework</i>				
Year	Time	Monday	Tuesday	Wednesday	Thursday	Friday
10/11 Week 2	30 mins	SQ Maths	SQ English Lit	SQ Science	SQ MFL	SQ Option
	60 mins	<i>Getting Ready Homework</i>				

Addendum:

After consultation with the Creative Arts department, students will continue to self quiz each week as per the timetable, but teachers will set one quiz **per year group** per fortnight to enable them to manage it more effectively.