# Homework Policy

### Rationale

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. At Walton-le-Dale we believe that homework is an essential part of students' learning. Homework enhances pupil learning (the Education and Endowment Foundation suggest that it has an average impact of 5 months progress, although it could add as much as 8 months progress) improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It will be used to extend understanding, prepare students for new learning and reinforce understanding gained in lessons. It is therefore essential that it is completed as well as if students were in class. It requires careful planning and integration into the scheme of work of each curriculum area.

It may be necessary or desirable to complete homework in school; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is important to carry out the task at school. Late buses to Blackburn are available Tuesday to Thursday during the school week. Homework Support is an integral part of our co-curricular provision, with a guided support available every evening after school.

In the event that a student is absent from school and is well enough to do so, they should make every effort to catch up on work missed and also to complete and submit homework. If a student fails to do so, without explanation, he/she will be provided with a sanction.

### Aims

The purpose of homework is to enable ***students*** to:

• Consolidate and reinforce skills, knowledge and understanding acquired in lessons.

• Extend and enhance their learning in a subject or topic.

• Develop independent learning skills which enable them to take responsibility for how they plan and manage their learning.

It also allows ***parents*** to contribute to their child’s learning and ***teachers*** to assess learning in the classroom and inform future planning.

### Nature of Homework Set

As a research-sensitive school, Walton le Dale High School will follow the evidence by setting homework that is:

* Short, planned and focused
* Varied with different levels of challenge
* Of good quality (rather than lots of it)
* Purposeful and students need to know the intent
* An integral part of learning
* Discussed by teachers and feedback provided

**All** homework must either **EMBED powerful knowledge**, **IMPROVE** understanding of powerful knowledge, **EXTEND** your understanding of powerful knowledge or **APPLY** powerful knowledge to deepen learning

Homework may take a variety of forms:

1. specially prepared homework tasks that extend classwork
2. exercises to reinforce new learning
3. revision of work completed in school (this has a significant impact on retention of facts) leading to a physical product
4. research assignments – leading to the production of a physical product
5. practical exercises
6. Sometimes it may be appropriate to set homework to finish off work started in class. This option must be used with care as the time required will vary greatly from student to student. Such homework should be kept to a minimum.

### Time Spent on Homework

* Years 7 and 8 – 1 hour per evening
* Year 9 – 1.5 hours per evening
* Years 10 and 11 – 2 hours per evening

### ASPIRE Reading Challenges

Each half-term, students are also set wider reading ASPIRE homework challenges designed to broaden their reading experiences. This is monitored by AHT i/c Teaching and Learning and positive Classcharts are awarded for those completing these challenges.

### Monitoring

It is the responsibility of the teacher to ensure that homework is set and completed according to the policy. Subject leaders take overall responsibility for ensuring that homework is set in their subject and monitoring procedures should be in place to support. SLT will also complete checks to ensure the homework policy is being implemented effectively across the school.

### Middle Leaders

Heads of Department have the autonomy to decide and communicate when their homework is set, across their departments. Homework should be set at least once per week for each subject. Middle leaders monitor the quality of homework set as part of their standard quality assurance practices. In tandem, they will monitor that homework is being set in line with policy.

### Class Teachers

Subject teachers should ensure that homework is set according to the agreed departmental timetable and that students are asked to check Classcharts for their homework.

Where homework is not completed a student can expect a sanction to be given by the subject teacher. This will usually involve a requirement to stay back and complete the work so that learning has not been missed. This will be followed by more serious sanctions through a head of department or senior staff if required.

### Incentives

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Achievement and sustained effort may be awarded for good homework. For exceptional pieces of homework, a faculty letter or postcard may be sent home. Headteacher’s Commendations should also be awarded in exceptional cases and the work may be displayed on the school website. Students should be motivated knowing that successful homework can heavily contribute to academic targets being met.

### Feedback

Teachers are expected to check that homework is completed to a high standard. It is the teacher’s responsibility to manage the non-completion of homework, liaising with the Head of Department, Form Tutor, Progress Coordinator and parents where necessary. Feedback will take a variety of methods including peer and self-assessment, oral communication and written comments from the teacher. At Interim times during the year (as per Assessment Calendar), teachers are asked to assess ‘attitude to learning’ and commitment to homework will form part of this judgement.

### Sanctions

As homework is an essential part of learning any incomplete work or work which does not reflect the ability of the student / shows lack of effort is unacceptable. When homework is not completed, teachers should initially support the pupil and ensure the tasks set meet the student's needs. If this is so, then sanctions should be used. The suggested sanctions are as follows:

1. Break/lunchtime detention with class teacher.
2. After school detention one hour with Head of Department.
3. Referral into ‘Homework Support’ where homework is not being completed in more than one subject (Progress Coordinators).

**HOMEWORK POLICY - Procedures for Teaching Staff**

**High expectations of students includes those associated with homework. We need to expect the same quality and quantity of work from every student as if they were in class, and as if they were any other child. It is absolutely vital that homework is given prominence from the start of the academic year, not only in the setting of it but also in the collection and marking of the collected work. If this is done, and any work not completed followed up through the use of sanctions, the management of this later on in the year will be much easier. You will also be supporting other colleagues in their efforts to set homework.**

* Teachers set homework in line with school policy and in accordance to the department’s homework timetable.
* The work should be set via Classcharts and – if appropriate (i.e. where other resources are required) – through Assignments in Teams.
* It is the teacher’s responsibility to discuss the homework with students as it is set, so that they understand the task and have the chance to ask questions.
* The work set ought to be meaningful, varied in style and content and needs to be differentiated to meet the needs of the individual.
* Feedback should be provided, in line with departmental feedback policies.
* The rewards and sanctions systems should be used to reinforce the value of homework.

**Monitoring of homework**

* Form tutors are required to use analytics to look at the behaviours of students within their forms (in this case, homework). Where there are concerns related to a specific student, it is the responsibility of the tutor to address these through discussion with the student and/or parent/carer. Tutors should discuss more serious concerns with their Progress Coordinator
* Where a tutor notices an issue with the setting of homework for a particular subject they should pass these concerns on to the Progress Coordinator who will seek to address the issues through the Head of Department. Where issues continue Progress Coordinators will seek the advice and support of the Assistant Headteacher ( T & L).
* Departments will have their own procedures for the setting and completion of homework, including the application of sanctions where homework is not completed satisfactorily. It is the responsibility of the teacher in the first instance to provide sanctions but where a student does not respond to the teacher, the head of department will take action by referring them into a Head of Department detention. Progress Coordinators will look at homework, holistically, and will intervene (by referring the student into Homework Support) where necessary.
* Heads of Department are required to check that staff in their department are setting, making use of and marking homework. Setting of homework can and should be checked through Classcharts and/or Teams Assignments.
* SLT Links will quality assure homework as part of usual M&E calendar discussions.

### Appendix: Departmental Specific additional homework information

# Art

|  |  |
| --- | --- |
| **Key Stage 3** | **Key Stage 4** |
| * In accordance with the whole-school policy, homework is designed and set to extend the learning of students in Art & Design, specifically their observational drawing skills. * Students are set a weekly Drawing Challenge. There is a different topic for students to draw each week. * The homework is explained at the start of each Art lesson, and students are shown examples of what they could draw and given advice on how to draw it. * Students are issued with a new A5 Art Homework Sketchbook at the start of the academic year, and this has enough pages for the full year. * If a student loses or damages their Art Homework Sketchbook, a new one should be purchased via Parent Pay for £1.00 * There is a set of Homework Rules glued in the front of each Art Homework Sketchbook that students should follow when completing their Art homework. * Art homework is always set on Class Charts with visual examples uploaded on a JPEG. * Students peer-assess the homework at the start of every lesson * Positive Class Chart points are awarded for good quality homework and negative Class Chart points issued for poor/no homework. | * In accordance with the whole-school policy, homework is designed and set to extend the learning of students in GCSE Fine Art. * Homework is an integral part of GCSE Fine Art and will be set most weeks, but there may be times when one homework task will take 2-3 weeks to complete. * Students are expected to complete 2 hours per week of independent work. * The form of the homework will vary throughout the course but will typically extend the learning of what is being covered in lessons at the time and will usually be completed in their GCSE Fine Art sketchbook. * Research tasks, artist analysis and annotating artwork are often set as homework as opposed to practical tasks, which may involve specialist art materials that students may not have access to at home. * At times, students will be expected to complete more complex or larger pieces of artwork at home in order to meet deadlines and in these cases, teachers will do their utmost to provide/lend any necessary equipment or materials on the condition that they are returned afterwards. * All GCSE Fine Art homework aims to better prepare students for their GCSE course, further qualifications in art and design and give them life skills/knowledge. |

# Design Technology

|  |
| --- |
| **Key Stage 3 & 4** |
| * In accordance with the whole school policy homework will be set and used to extend the learning of students in technology. * It may take a variety of forms such as revision, reading around the subject, bringing in ingredients, watching appropriate media as well as the traditional paper based assignments. Some evidence or record of work completed however should invariably be available. * At KS3 one homework for every two lessons should be the norm. At the end of the rotation it will not be convenient to try and collect homework from the next area and so will not normally be set for that week. * KS4 option groups should be getting homework most weeks. The form of the homework will vary throughout the course but will typically extend the learning of what is being covered in lessons at the time. Revision, practice GCSE paper questions, corrections to previously completed GCSE paper questions, catch up with (or additional work for) GCSE coursework and online worksheets / materials are all topics and methods that will be used at some point in the course. Ultimately all KS4 homeworks aim to better prepare students for their GCSE course, further qualifications in technology and life skills / knowledge. |

# Expressive Arts: Music & Drama

# 

|  |  |
| --- | --- |
| **Key Stage 3** | **Key Stage 4** |
| Homework for KS3 is project based. All projects link to the topics studied at school developing and extending learning done in the classroom. All information on these projects can be found on Microsoft Teams. In each year they will receive one topic linked to music and one topic linked to drama per year. The homework is designed to support all in class activities by encouraging research into context of the drama or music studies. The tasks will also allow students to be reflective about the learning and drama practise undertaken in school. Students will be writing reports on their own and other peoples’ performances. This is to encourage reflective learners and greater engagement with the subject.  Process pf Homework setting:   * Set homework through **TAKEAWAY HOMEWORK** sheets published on teams. The work will be appropriately challenging and will differentiate through task as well as by outcome. * Types of tasks set will allow for individual initiative and the development of good independent study skills. * Homework will be set carefully and clearly, through the use of assignments in teams *1 per ½ term.* * Feedback will be provided on homework in line with the School and department marking/assessment/feedback policy. *Once Per ½ term*. This includes marking and returning work as soon as possible, providing formative written through teams. * Students must aim for a minimum of 6 stars across the half term. Names of the students with most stars collected across the half term will be *placed into a prize draw.* * Students who make no attempt to achieve any ASPIRE stars will be referred to the HOD. | It is an expectation that students studying Performing Arts spend a significant amount of time practising their performance skills in their own time.  This would include time spent learning lines individually and attending group rehearsals for the various performance projects undertaken. For Musicians this would also include private practice of performance skills on the nominated instrument, and rehearsals for ensemble performances.  There is also an expectation that students will spend time at home preparing for the written aspects of the course. Tasks might include completing past papers, research tasks and specific exam focussed revision. Performing Arts students will need to spend significant amounts of their own time working on their **Unit 2 Log Book** and **Unit 1 Portfolios** as works in progress and keeping them up to date.  All homework set will be directly related to the exam board syllabus and be available via teams  Initially during Year 10, we will set up to an hour of homework a week, as appropriate. This will increase during more ‘crucial’ times. For example, in the lead up to a performance, where students will be required to spend more time rehearsing prior to a performance exam or in preparation for written examinations. |

# English

|  |  |
| --- | --- |
| **Key Stage 3** | **Key Stage 4** |
| Homework is set on a weekly basis in line with the School Homework policy and students may be set up to two tasks per week. Homework may take the form of learning spellings, independent reading or completing a skills-based writing task. An outline of different homework activities for each year group is provided below:  **Years 7 and 8 –**  Celebration of reading homework tasks (engagement and literacy) which may include students reading for pleasure, finding interesting reading material to contribute to class discussions and reviewing material students have read both inside and outside of school. Students may be asked to learn key spellings; respond to teacher feedback and act on/improve pieces of work. Students may also be asked to conduct independent revision for assessments.  **One compulsory piece of homework each week. Teachers can set a second homework at their discretion.**  **Year 9**  **One compulsory homework per week. Teachers may set an additional homework.**  In addition to the activities outlines for Years 7 and 8, students may be asked to create revision materials they can keep, amend and utilise as they progress through their GCSE course. These revision materials may include revision cards; plot summaries; character profiles and revision posters. Students will be asked to learn key quotations and be tested on their knowledge of these in class. Students will be asked to create revision materials for the following:   * 1st term – ‘Great Expectations’ * 2nd term – ‘A Taste of Honey’ * 3rd term – poetry and terminology | Homework is set on a weekly basis in line with the School Homework policy and students may be set up to two tasks per week. Homework may take the form of learning spellings, independent reading or completing a skills-based writing task. An outline of different homework activities for each year group is provided below:  **Years 10 and 11**  **One compulsory weekly homework. Teachers may set an additional homework each week, if required.**  In addition to the activities previously outlined, students may be asked to continue to add to and create revision materials. They may also have to complete timed examination questions and peer/self-assessments of examination responses. Students will have to complete ongoing revision of key content, subject terminology and skills practice. |

# French

|  |
| --- |
| **Key Stages 3 & 4** |
| The Modern Languages department follows the school’s homework policy. In French, homework is set on a weekly basis by the class teacher. Homework tasks may take the form of learning new vocabulary and structures, producing original written and spoken answers in the target language, translation from and into the target language, assessment and exam revision and learning, independent research and reading, accessing and responding to online resources such as Doddle, Kahoot, BBC Bitesize and Oak Academy. Reasonable deadlines are given for completion of homework.  Pupils are informed of homework tasks in lessons and they record their homework tasks in their notebooks. The homework tasks and resources are also logged and uploaded in Teams assignments and homework tasks are also signposted in Classcharts. Pupils are expected to spend up to one hour on each homework task. The department follows the whole-school policy on detentions for non-completion of homework. Homework submissions are logged in Classcharts.  Pupils who are working remotely are also encouraged to complete homework tasks, where feasible. |

# German

|  |
| --- |
| **Key Stages 3 & 4 (from Year 8 onwards)** |
| The Modern Languages department follows the school’s homework policy. In German, homework is set on a weekly basis by the class teacher. Homework tasks may take the form of learning new vocabulary and structures, producing original written and spoken answers in the target language, translation from and into the target language, assessment and exam revision and learning, independent research and reading, accessing and responding to online resources such as Doddle, Kahoot, BBC Bitesize and Oak Academy. Reasonable deadlines are given for completion of homework.  Pupils are informed of homework tasks in lessons and they record their homework tasks in their notebooks. The homework tasks and resources are also logged and uploaded in Teams assignments and homework tasks are also signposted in Classcharts. Pupils are expected to spend up to one hour on each homework task. The department follows the whole-school policy on detentions for non-completion of homework. Homework submissions are logged in Classcharts.  Pupils who are working remotely are also encouraged to complete homework tasks, where feasible. |

# Health & Social Care

# 

|  |
| --- |
| **Key Stage 4** |
| **Rationale**  The aim of coursework in Health & social Care is to prepare students for both controlled assessment and examination.  **What is homework for?**  • Checking students’ knowledge  • Prepare students for answering exam questions  • Prepare students to become independent learners  • Develop understanding and allow for students to extend their knowledge whether this is applied to the controlled assessment or the exam  **How frequently is homework set?**  Year 10 – average of two pieces of work per fortnight (approximately 30 minutes per homework)  Year 11 – average of 1 ½ pieces of work per fortnight (this is adaptable depending on controlled assessment work). They will have at least one piece relevant to exam preparation.  **Timeline**  **Year 10**  ***Autumn term***: PIES in life stages / service users’ needs  ***Spring term:*** Factors affecting growth & development/sectors, organisations, referrals and barriers to  referrals  ***Summer term:*** Factors affecting growth & development/job roles, skills & qualities and care  values/preparation tasks for CAT  **Year 11**  ***Autumn term***– effects of relationships/CAT needs of service user & organisation used/attend after  school support clubs  ***Spring term*** – sources of support & exam preparation/barriers and care values of workers attend after  school support clubs  –CAT completed.  ***Summer term*** – sit exam |

# Humanities (Geography, History and Religious Education)

# 

|  |
| --- |
| **Key Stage 3 & 4** |
| Homework is set on a weekly basis in line with the School Homework policy.  KS3:  The aims of homework are to consolidate students learning and to deepen their understanding of the topics studied. Students should spend 30 minutes on their homework. Homework can be in many different forms:   * Learning homeworks * Quizzes * Research * Creative projects   KS4:  Homework is a key factor in helping students to consolidate their learning, reinforce their exam technique and prepare them for the demands of their GCSE exam papers. Students should spend 60 minutes on their homework. Homework can be in a variety of different forms:   * Learning homework * Exam questions - to plan or to answer. |

# Computing (Including Digital Information Technology, Enterprise and Computer Science)

# 

|  |
| --- |
| **Key Stage 3 & 4** |
| Homework is an integral part of all subjects at both Key Stages. Homework should contribute constructively to effective teaching and learning. Homework is not an optional activity but a tool to build on and consolidate learning and raising attainment.  Please also read and refer to the department hand book for Assessment policy.    Length of homework   * Homework at Key Stage 3 should occupy at least 30 minutes per 2 lessons and be set on Doddle and relevant to the topics studied in lesson time in order to support student learning. * Homework at Key Stage 4 should be Doddle or be coursework related and set each week to occupy at least 30 minutes. Exam preparation terms will require extra work and revision and exam practice based homework.   Recording Homework   * Students are responsible for recording tasks or finding them on Class Charts. * Tasks should be written on the board or given to students on a printed sheet in accordance with the information sent home, and recorded appropriately on Class Charts. * Students with learning difficulties who are not supported should reasonably expect help recording this homework. * Homework is delivered through [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk/) but alternative, equally effective work can be set if needed for exam board requirements.   Marking   * Colleagues must refer to the department Marking Policy * Homework must be marked at the earliest possible juncture and returned to the pupils as soon as possible thereafter. * The grades awarded for a piece of homework must be recorded in the teacher’s planner. * Grades should be given in accordance with the marking policy.     Homework encourages students to develop their self-confidence, self-discipline and responsibility to work independently which are essential skills for adult life and progression across key stages. It also encourages students to use resources available to them such as the internet and libraries.  At GCSE level it allows students time to devote to the demands of the curriculum and keep up to date. Homework also promotes and supports the home/school relationship. Parents who supervise homework learn about their child’s education and about the school. Rewards and incentives can include stickers, post cards home, phone call to parents, science reward certificates, praise, Classchart points.  Sanctions for lack of homework or inadequate homework should be negative Class Chart points or a detention set by the teacher if they miss two homeworks in order to complete the work missed. Failure to attend either a break or lunchtime should result in an after school detention either set by the teacher or using the faculty detention letter. Persistent failure to hand in homework will be referred to the Head of Department.  Homework encourages students to develop their self-confidence, self-discipline and responsibility to work independently which are essential skills for adult life and progression across key stages. It also encourages students to use resources available to them such as the internet and libraries. At GCSE level it allows students time to devote to the demands of the curriculum and keep up to date. |

# Mathematics

# 

|  |
| --- |
| **Key Stage 3 & 4** |
| All students will be set homework on a weekly basis, which will serve to consolidate prior learning covered in lessons, and the task should typically take between 30 minutes and an hour to complete, depending on student attainment levels and the age of the student. This may be learning that has recently been covered in lessons, or which was covered further back in the curriculum for either recall and retention or for reminding students of prior learning required for a topic which is about to be covered.  The majority of homeworks will be set on-line through HegartyMaths and are marked live by the on-line system, giving the students immediate feedback and the opportunity to work on any errors or misconceptions without having to wait for work to be reviewed and fed back on by their teacher. The system includes a number of help systems which can be accessed at the time the homework is being completed, as well as a facility for contacting their teacher from within the questions being attempted – allowing the teacher to see the question and the incorrect answers and provide direct support on the problems the student is having. Students are all issued a red homework book to complete written working out in and this should be used to complete the question on paper before putting the final answer into the system for checking.  Staff are able to review the outcomes of the homework, as well as the length of time spent on it, date; time and number of attempts, use of help systems and any comments left.  In the upper year groups there will be an expectation that students are engaging in their own revision alongside the set homeworks, which may include being directed to use the MemRi and Fix Up 5 modules on HegartyMaths which works on recall and retention of previous skills, underpinned by spacing of tasks to aid in memory development. We also use TTRockStars to support students who find difficulty with multiplication table recall and using this system may also be set alongside or in place of the regular homework tasks.  Finally at times there may be situations where a stand-alone piece of homework is set which is not on one of these on-line systems. In this case it will be set, collected in, marked and fed back by the class teacher. |

# Physical Education (including Sport)

# 

|  |  |  |
| --- | --- | --- |
|  | **Key Stage 3** | **Key Stage 4** |
| . | Ks3 will be set termly homework’s on doddle, the tasks completed will be marked and feedback given to students. The Homework will link to theory concepts within physical education and the examination course at KS4. It will also promote a healthy lifestyle  Other nonspecific homework might be set but not marked. Teacher will often suggest a homework such as ‘watch YouTube clips’ etc. This is to help students develop better understanding of an activity. E.g. watch the 800m final from the Brazil Olympics 2016 or watch NBA highlights and try and see.... | GCSE PE class will be set homework by the teacher on a weekly basis, then checked, marked, monitored, and recorded. Feedback will be given either verbal or written dependant on task. If the homework is not completed or not at the required standard, then the student will need to either meet the required standard in their own time or in a detention. Students will either be given regular verbal or written feedback regarding their homework. To be in line with the departmental feedback policy and as a school. |

# Science

# 

|  |
| --- |
| **Key Stage 3 & 4** |
| The department recognises setting homework serves to support and reinforce students work in school. All homework set embeds the knowledge that students have gained with in lessons at school, to ensure that the concepts are reinforced in their independent work. Homework encourages students to develop their self-confidence, self-discipline and responsibility to work independently which are essential skills for adult life and progression across key stages. All homework is accessible via the internet, which can be completed either at home on an internet enabled device or in school using homework clubs.  KS3 – All homework is set using the website Educake. All students have logins for this and can ask teachers to review any of the questions at any point. The tasks consolidate the knowledge that students have learnt within their lessons. Educake self-marks informing students of how well they have done immediately. Students may also be given additional homework such as revision tasks and practice exam questions.  KS4 – All homework is set using the website Seneca. This website allows homework to be set specific to the science specification and the tier that each student is studying. Homework will reinforce the knowledge that students have learnt in lessons, also containing substantive practical knowledge depending on the tasks set. Seneca is self-marking and allows students to work through incorrect questions, improving their understanding, learning how well the students have completed each topic. Students may also be set additional homework through-out the year, this could be in the form of revision tasks or practice exam questions/ papers. |