



Homework Policy

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<p>Related Documents:</p>	

1. Aims

This policy is intended to establish the school's commitment to homework as an aid to pupil progress made in lessons and to encourage progress through independent learning. The core principle underpinning changes to this policy is that of 'no pupil left behind', in terms of how it harnesses both what evidence tells us is effective as well as through how we use technology as an enabler rather than a barrier.

- Define the term homework
- Examine the benefits of homework for teachers and pupils
- Identify homework expectations for teachers, pupils and parents

Homework can be defined as any activity or exercise related to the school curriculum which pupils undertake in addition to timetabled classroom work. These activities can take many different forms including written exercises, research, planning, practising a skill, creative activities, independent learning or group work. It is expected that the consolidation of current learning will form the majority of homework that is set by teaching staff.

Examples of effective homework could be:

- Reading – going over a text used in a previous lesson to practise inference skills or answer questions
- Writing – consolidating learning from the current sequence of lessons into an extended response
- Vocabulary – practicing key tier 3 vocabulary and learning spellings
- Research – finding information, which will be used in the next lesson
- Answering questions based on work covered in class including exam questions
- Using web-based materials/resources such as Sparx and Carousel
- Applying learning from lessons in a different context
- Past paper revision

2. Policy

The school will ensure that appropriate homework is set for all pupils according to the aims outlined above. At the end of the year the, 'Homework Overview' is approached which outlines how often homework is set for Key Stage 3 and 4, the sorts of homework that will be set and how long pupils will have to complete it.

Homework will be written into planners by pupils, which parents will be able to check when reviewing and signing their child's planner.

Homework will be marked and reviewed where applicable and pupils will put this into their exercise books/ folders.

3. Expectations

We expect teachers to take into account the varying needs of pupils when setting and scaffolding homework in a similar manner to the planning of classwork. By doing this, they will ensure that the homework is appropriate to the needs of each pupil to ensure that every pupil has the chance to succeed.

Pupils are welcome to attend Homework Club in school where they can be supported by technology or by staff.

- Evidence tells us that where homework is used effectively, it can bring substantial benefits to pupil progress. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). However, beneath this average, there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.
- Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that pupils are provided with high quality feedback on their work.

Homework needs to be planned with the following principles in mind:

- **Purpose:** all homework assignments are meaningful and pupils must also understand the purpose of the assignment and why it is important in the context of their academic experience
- **Efficiency:** homework should not take an inordinate amount of time and should require some hard thinking
- **Ownership:** pupils who feel connected to the content and assignment learn more and are more motivated. Providing pupils with choice in their assignments is one way to create ownership
- **Competence:** pupils should feel competent in completing homework. In order to achieve this, it's beneficial to abandon the one-size-fits-all model. Homework that pupils cannot do without help is not good homework
- **Inspiring:** A well-considered and clearly designed resource and task impacts positively upon pupil motivation

Parents can also support the school by encouraging pupils with the homework that has been set, plus by encouraging independent reading, fiction or non-fiction, as this is invaluable in promoting good use of language, sentence construction and spelling as well as improving general knowledge and generating intellectual curiosity.

Clear expectations on the regularity of homework by subjects will be shared with pupils and parents.

3. Promoting Positive Mental Health:

We fully appreciate the need to ensure that all members of our community are able to achieve a balance between their studies and their personal life. This is paramount to promoting positive mental health for our pupils which underpins our approach to everything we do. Therefore, we are expecting that no child is overburdened with homework. If parents or pupils feel that the level of expectation around homework is too high, we urge them to speak to a member of staff at Malet Lambert.

It is not always possible, or sensible for subjects to set written tasks e.g. PE or Music, but pupils should be set goals to practice skills or carry out research and teachers should check the completion of these tasks and use to assess progress.

Homework tasks set by teachers are never optional and the school's expectation is that all pupils will complete homework tasks to the set deadline and to a standard that reflects their academic ability and competence.

The school believes that this policy allows time for pupils to consolidate, revise, read and research, thereby allowing pupils to develop independently and make good progress.

4. Monitoring

Teachers should provide guidance to pupils regarding expectations of independent work.

Parents are asked to support teaching staff by checking planners regularly.

Pupils and parents should be aware that the completion of homework and the pupil's attitude and commitment to it will contribute to the pupil's overall academic record and form part of the formative assessment and school report.

5. Assessment and Feedback

Homework should be marked in line with school and department marking policies. Subject leaders should, however, be aware of the workload of pupils as well as staff, and set appropriate deadlines for completion in line with shared guidelines that allow pupils to plan their time and distribute it fairly across all subjects.

It is at Key Stage 3 that many of the workload habits for the future are laid down and regular homework and feedback not only informs progress but instills good working practice. Homework tasks must be meaningful and related to the classroom activities but should also generate interest in the pupils and motivate them to produce work of a high standard. Feedback needs to be completed soon after the task is completed so that pupils can see that their efforts are acknowledged and worthwhile. This means that clear expectations for the amount and regularity of homework must be established by the department and

the teacher so that time is allocated for feedback and for classroom follow-up where appropriate.

6. Completion and non-completion

Homework that has been completed to a high standard will be rewarded with stamps and postcards.

Where pupils have not completed their homework, they will be receive a written warning in their planner, which will accumulate to a lunchtime or after school detention, depending on the total received.