

All Saints' Catholic Voluntary Academy

Policy Document

'As for these four youths, God gave them learning and skill in all literature and wisdom, and Daniel had understanding in all visions and dreams'. Daniel 1:17

Policy: Homework Policy

Prepared for: All Saints' Catholic Voluntary Academy

(Formerly an Aquinas Catholic Academy Trust policy until 2018)

Approval

Approved by	Approval date	Review Date
Head teacher/Governors	September 2016	September 2017
Head of School/Governors	October 2018	October 2020
Head Teacher/Governors	October 2020	October 2022
Head Teacher/Governors	October 2022	October 2024
Head Teacher/Governors	October 2024	October 2026

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According to the EEF (2023), homework is defined as:

“Tasks given to pupils by their teachers to be completed outside of usual lessons”.

1 The Purpose of Homework Activities

Homework activities comprise of work completed at home, within our school library or at homework club. They are set by teachers -:

- To encourage students to develop the skills, confidence and motivation to study effectively on their own;
- To consolidate and reinforce the skills and understanding developed at school;
- To extend school learning to engage and inspire students;
- To allow students to practice their study skills, including self-quizzing, in new contexts so they can retain knowledge and further their learning;
- To provide opportunities for personalised learning where the task given is specific to students’ individual learning needs;
- To develop and sustain the involvement of parents in the management of students’ learning, and keep them informed about the work students are doing;
- To help students manage demands of courses, e.g. coursework;
- To ensure students recognise the links between good study habits and higher standards of achievement.

2 Types of activity suitable for Homework

The most frequent types of homework set include self-quizzing from All Saints’ Absolutes (Knowledge organisers) and opportunities for students to practice skills and develop or apply knowledge independently (Guidance for students on how to successfully complete self-quizzing can be found on the following section of the school website <https://www.allsaints.notts.sch.uk/teaching-learning/homework/>). Extended written responses (including essay or exam-style questions) would also be an appropriate means of homework to allow students to demonstrate their understanding. On occasions, homework may also be provided in the following formats -:

- Reading
- Developing classwork
- Researching
- Independent response to verbal or written feedback
- Problem-solving activities
- Coursework or other relevant project-based work
- Revision based activities

3 Special educational needs

In setting homework for students with special educational needs, teachers are encouraged to balance the right of students to share fully in the work of the class with their individual learning needs. These needs may include consolidation and reinforcement of specific skills or provision of support for students to complete homework in the form of modelling, scaffolding or worked examples.

4 Procedures

All departments should have their individual homework expectations and procedures aligned with this overall school policy, including practical suggestions about the work to be set, offering clear guidance on how staff should set and mark homework. Approaches to assess homework will be in line with the school marking and assessment policy. Procedures to be followed when homework is not completed are outlined in section 6 of this policy. Departmental statements of intent should provide details of homework opportunities and guidelines on possible homework activities. All deadlines should be clearly stated by the teachers.

EEF guidance reflects that the quality of homework set is more important than the quantity of homework required from the pupil. However, guidance on the total amount of nightly homework set for each year group is reviewed annually by the Senior Leadership Team and the school governing body, with student wellbeing and appropriate time allocation to support the demands of a knowledge-based curriculum in mind. At All Saints' we recommend that students in each year group should be spending the following amounts of time on homework, revision of class notes or other appropriate independent learning activities (e.g. retrieval activities from All Saints' Absolutes) per afternoon / evening on a school day -:

- In Years 7 and 8, between 45 and 90 minutes. Homework will not be set for Year 7 in the first two weeks of the school year, to support their transition into the school.
- In Year 9, between 1 - 2 hours
- In Years 10 and 11, between 1.5 - 2.5 hours
- In Years 12 and 13 according to students' individual programmes.

Homework should not normally be set for the following day, unless appropriate.

Students should record set homework in their organisers. However, any other forms of homework must be clearly identifiable in their exercise books, using the heading 'h/w' or 'homework'. Reports to parents will include comments on success linked to retrieval activities and being ready and organised for learning.

Student absence

Should students be absent from school when homework is set -:

- Sixth Form students should indicate to the teacher (as close to the day of absence as possible) that they are requesting the work from the lesson to catch up on, as well as any independent study activities. These should be completed to a timeframe agreed with the class teacher.
- Year 11 students will follow the same process as Sixth Form students and the class teacher will then make an allowance for the work to be handed in at a later time than those who were present in class when the homework was set.
- Year 7-10 students will be expected to catch up on any homework missed. They are to speak to their teacher to collect any classwork or independent study activities missed and agree a deadline with their teachers as to when the work will be completed.
- If students do not complete the missed work by the date agreed with their class teacher, a sanction will be given in line with the school rewards and behaviour policy. This would usually be a break or lunchtime detention in the first instance.

5 Self-quizzing homework

The majority of homework set for students, will take the form of self-quizzing. Expectations for the format of self-quizzing homework is outlined below -:

- Self-quizzing homework should take place in the back of student exercise books unless specifically instructed otherwise by a department.
- Students should include the date, a clear title outlining the subject and the topic that they will be self-quizzing on.
- Students should take at least 30 minutes on their self-quizzing homework for each subject.
- Students should follow the Look, Cover, Say, Write, Check approach to self-quizzing, unless specifically instructed to follow another technique by their teacher.
- Students should write out the information on the relevant section of their absolute in black or blue pen.
- Corrections and improvements should be written by the student in green pen.
- The section where students write questions for themselves to test their knowledge, should be located below student notes on the absolutes.
- It is recommended that students test themselves (or are tested by others) at least three times before the homework is due.
- The sanctions for non-completion of self-quizzing homework are outlined in the school behaviour policy. Students will be routinely tested on the content covered by self-quizzing homework, hence it is vital that self-quizzing homework is completed in a timely manner.

6 Expectations on completion of homework

Teachers will make the expectations around the quality of homework clear when it is set and consideration will be given to the length of time needed to complete the homework, in line with the timeframes for homework, referred to in section four of this policy. Students will be asked to record their homework accurately in their school organisers (or diaries for Sixth Form students). Students will be rewarded for excellent homework as part of the school rewards system, outlined on page 5 of the Behaviour for Learning Policy.

Should homework not be completed, or not completed to the standard expected by the teacher, one of the following actions will be taken -:

- For the first time a homework (self-quizzing or other independent learning) is incomplete, or not meeting the expectations set by the teacher, a break or lunchtime detention should be provided and the student should be asked to complete the homework for the next lesson, or another appropriate time agreed with the teacher.
- If the homework is still not completed to the standards expected by the teacher, for the next lesson, or time agreed with the teacher, the detention will escalate to an after school Middle Leader detention, in line with the school behaviour policy.
- There may be occasions where students are asked to complete self-quizzing or revision in preparation for an assessment. If students do not prepare appropriately for an assessment, they may be asked to sit the assessment in a detention. They would then complete their revision or self-quizzing whilst other students, who have prepared in a manner that meets the expectations of the teacher, complete the assessment.

- Where students achieve a low score in low-stakes retrieval quizzing, the teacher will have a conversation with the child in the first instance to discuss the techniques that are being used for self-quizzing. The teacher will provide guidance and support on effective means of self-quizzing using the All Saints' Absolutes. Should a student be repeatedly achieving low scores in low-stakes quizzing, the teacher will give a break or lunchtime detention for insufficient self-quizzing because a lack of time has been spent on repeated occasions to learn the information in preparation for their retrieval quiz.

7 Feedback for pupils

Effective feedback is fundamental to helping students make progress. Teachers should check the quality of homework when it is completed and will often provide feedback verbally or as part of whole class instruction. Written feedback may be provided by the teacher in response to homework but is predominantly provided after assessments or written examinations.

Students may be asked to refine or improve pieces of retrieval work or independent practice activities and this should be completed in green pen, in line with the school marking and assessment policy.

8. Monitoring

Homework recording should be checked in students' organisers at least once a week by form tutors. Year Progress Leaders check a sample of books from each tutor group, at least three times a year. Form tutors and Year Progress Leaders have the responsibility of following up homework issues with individual students or referring subject homework concerns to the relevant Curriculum Leader.

Subject teachers will monitor that homework has been completed to the expected standard and address concerns with students if repeated poor scores in low-stakes quizzing raise questions about the quality of knowledge retrieval homework. Quality assurance processes including lesson visits, work scrutiny and student voice will be used to ensure that homework is regularly set and monitored by teachers.

Curriculum Leaders will monitor homework in accordance with the clearly stated and recorded marking and assessment policy, through quality assurance measures such as student voice and work scrutiny.

9. Evaluation

Departments will evaluate the impact of their homework at regular intervals across the academic year. The key criterion for evaluation is the contribution homework makes to students' progress and the reinforcement and application of knowledge, as outlined in departmental statements of intent.

The overall working of the Homework Policy is evaluated by SLT on a regular basis.

10. Sixth Form Individual Study

Sixth Form students are expected to work with a high degree of independence both in school and at home. They should plan their work outside of lessons and include activities appropriate to their courses.

Homework will be set by teachers and, as a guide, each subject should be giving three to four hours of self-study activities per week. Where the teaching is shared between teachers, the time should be broken down proportionally.

As with Year 7-11, homework at Key Stage 5 may take the form of retrieval and self-quizzing, extended written responses or independent practice activities to assess student learning.

11. The Role of Parents

Parents are encouraged to:

- Provide an appropriate place for a child to complete homework;
- Make it clear to children that they value homework and support the school in showing how it can help them make progress;
- Expect their children to meet deadlines and check that they are;
- Give praise for the completion of homework at a high standard;
- Ensure that their child is spending an appropriate amount of time completing homework, in line with the guidance provided in section 4 'Procedures'.
- Check student organisers to ensure that homework is being recorded;
- Liaise with the form tutor of their child, should there be any concerns about the frequency or quality of homework set.
- Support the school when sanctions are provided to students who have not completed homework to the standard set or handed homework in late, as outlined in the school behaviour policy.
- Support around self-quizzing can be found in the both the parent and student planners, and on the school website. There are videos showing students how to complete self-quizzing on the 'Curriculum' section of the school website under the heading 'Homework and Revision'.