

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

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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.

Teachers are encouraged to make reasonable adjustments in their classroom provision to support students with SEND in completing their homework. Some of the common adaptations that are made to allow students with specific needs include -:

- Setting homework early enough in the lesson, so it can be recorded accurately by students. Some students will have homework recorded for them by the teacher, or emailed home, if communicated within the individual student support plans.
- Homework expectations will be appropriately modelled by the teacher and exemplars will often be provided to support students in understanding the process of completing the homework and the requisite level of depth needed. This is particularly important when setting self-quizzing homework, where students will need to learn information from All Saints' Absolutes.
- Homework expectations may be adapted to meet the specific needs of a child, whether that be in the amount students are expected to complete, the timeframe agreed for the completion of the homework, or the method used to complete the homework activity. It will often be the case that the level of support provided to students (e.g. in the form of scaffolds, vocabulary provision or worked examples) will be adapted by the teacher to make homework accessible to students of all abilities.

Where students need to have homework adjusted to meet their Special Educational Needs, their pupil profile will communicate the adaptations that should be made to the way homework is set, how it is explained and any specific support that an individual student requires. The profiles are updated annually and shared with teachers at the start of each academic year.

4 Procedures and timings

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 feedback 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 types of homework activities. Homework 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 -:

It is important to note that the timings outlined below are notional and there may occasionally be a slight variation in the amount of homework set, depending on the curriculum requirements at a particular period in the academic year. However, if the length of homework set is routinely taking a child longer than timing guidelines outlined below, parents/guardians are able to contact the school to raise this issue and discuss a solution, which may include the adaptation or further modelling of homework expectations.

Years 7 and 8

Students will be set either 15 minutes of homework per week for the following subjects or a 30-minute homework, where students are given a two-week turnaround to complete the work -:

English
Maths
RE
Science
PE
History
Geography
Modern Foreign Languages
Art
Technology
Performing Arts
ICT
Reading (set by English teachers)

Effectively, this means students should have around 195-200 minutes of homework per week, or 40 minutes per school day. Homework will usually take the form of -:

- Self-quizzing and consolidation of a section of a knowledge organiser or short vocabulary list.
- Generative questions to allow students to demonstrate understanding.
- Completing topic questions on MyMaths.

When homework is set, expectations and timeframes (i.e. 1 week for a 15-minute homework or 2 weeks for a 30-minute homework) for completion should be clearly articulated for students and care will be taken by each subject to ensure that the homework set is realistically able to be completed in the 15- or 30-minute timeframe.

Homework will not be set for Year 7 in the first fortnight of the school year to aid their transition into the school. In Key Stage 3, homework will not be set over one week school holidays. Homework will be set over two-week school holidays but should comply with the timeframes communicated for Year 7 and 8.

Year 9

Students will be set approximately 75 minutes of homework per day. All subjects have three hours of teaching time in year 9 and therefore will set 45 minutes of homework per week. The format of the homework will be decided by the individual departments but would usually be a combination of self-quizzing and retrieval or questions to test student understanding.

Year 10

Students will be set approximately 90 minutes of homework per day.

Time allocations for homework are based on the number of lessons per week that a student studies each subject.

- On 2 hours of teaching per week – Approximately 40 minutes of homework is set.
- On 3 hours of teaching per week – Approximately 55 minutes of homework is set.
- On 4 hours of teaching per week – Approximately 75 minutes of homework is set.
- On 5 hours of teaching per week – Approximately 90 minutes of homework is set.

Year 11

Approximately 90 minutes of homework per day.

Time allocation for homework is based on the number of lessons per week that a student studies each subject.

On 2 hours of teaching per week – Approximately **40** minutes of homework is set.

On 3 hours of teaching per week – Approximately **55** minutes of homework is set.

On 4 hours of teaching per week – Approximately **75** minutes of homework is set.

Sixth Form

At Key Stage 5, it is expected that students spend a minimum of one hour on homework or independent study for every one hour lesson they receive.

Homework is monitored as part of the school Quality Assurance (QA) programme through 'book looks' and work scrutiny. The quality and quantity of homework set forms part of this QA and will be used to check that homework set is supporting the learning process and considered in terms of the time and cognitive demands on students. Actions will be taken to ensure that homework reflects the expectations outlined in this policy, to promote consistency in the style and volume of homework set across departments.

Practical considerations on homework

- Homework opportunities should be mapped out on the departmental statements of intent. This is to ensure that homework and classroom retrieval activities are effective in supporting student knowledge retention and learning.
- Homework should be set in appropriate time within the lesson and support provided to students in the communication and recording of homework, if stipulated on their student profile.
- Methods of self-quizzing, in line with the whole school approaches (look, cover, say, write, check and flashcards or brain dumps), should be explicitly modelled by teachers so students clearly understand the homework expectations.
- In demonstrating the expectations of the homework, time considerations must be factored in, so the homework set can be completed to the standard expected, in line with the timeframes outlined for each year group.
- Reading homework will be set by English teachers and reading progress will be monitored through the use of the Accelerated Reader programme within English lessons.
- For students studying Modern Foreign Languages in Year 8, those that study both French and German will have homework set on alternate weeks for these subjects.

- Practical subjects, such as PE, Art, Drama, Music, and Technology, in which students are assessed through NEA (non-exam assessment) or coursework portfolios, may need to increase the amount of homework set for specific periods during Key Stage 4. This will normally be around NEA deadlines and expectations will be communicated with students and parents when this is the case.
- 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 15 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.
- Where SEN students have specific guidance on their student profiles about how homework should be adapted to meet their needs, this should be followed.
- 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 their page.
- 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 warning should be issued (and logged as a homework warning level 1) and a new date given to complete the homework by.
- If the homework is still not completed to the standards expected by the teacher, a break or lunchtime detention should be provided (logged as a homework warning level 2).
- If the detention is missed, the detention will escalate to an after school Middle Leader detention, in line with the school behaviour policy (logged as a homework warning level 3).
- 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 achieve low scores in low-stakes quizzes on at least three occasions, following the provision of targeted support from the teacher, a sanction will be provided along with a conduct point. The sanction could be a break or lunchtime detention. If a child has an identified cognitive need, this will be considered before any sanctions are provided for inadequate self-quizzing.
- Homework should be completed in an appropriate environment (e.g. desk at home or in school homework club) and not be completed in the school dining room or outside picnic benches. Students found copying homework from others will be sanctioned.

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 usually 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 feedback 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, it is expected that students spend a minimum of one hour on homework or independent study for every one hour lesson they receive. 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'.