

Okehampton College Homework policy – Key points

AIMS:

KS3 – Revisit classwork to establish routines/strategies to deepen learning.

KS4 – Revisit learning to deepen and improve assessment performance.

KS5 – Revisit and deepen learning to improve assessment performance.

RESPONSIBILITIES:

HoF – Establish what homework 'looks like' in their faculty; monitor its application.

Teacher – ensure homework is set according to homework timetable; adhering to faculty policy; is accessible to ALL students; monitoring completion of

FREQUENCY:

KS3 – Core subjects = up to 1 hr per week

Non-core subjects = up to 30mins per fortnight.

KS4 - Core subjects = up to 1 hr per week

Option subjects = up to 1 hr per fortnight

KS5 – All subjects = at least 3 hrs per subject. This does not include NEA work.

NB: Leading up to mock exams, homework will be revision with expectation for increased time spent studying at home.

REWARDS/SANCTIONS:

- Rewards should be given for going beyond expectations.
- Non-completion to result in a Faculty Detention; contact with home to support.

FEEDBACK/ACKNOWLEDGEMENT

- All homework to have feedback element & acknowledgement.

STRATEGIES FOR SUPPORTING STUDENTS

- Faculties to consider how they will do this through their policy.
- Homework Club for SEND students and any other students.

Okehampton College Homework Policy

1. Introduction

At Okehampton College, we believe that homework plays a vital part in a student's education. Relevant homework has significant benefits for secondary school students and will help them become independent learners. Homework inextricably supports the teaching and learning in the classroom and should inspire and challenge every student to enable them to make excellent progress.

Research says that homework is most effective when it involves practice or rehearsal of subject matter already taught. Complex, open-ended homework is often completed least effectively. Short, frequent homework, that is manageable, and closely monitored by teachers is more likely to have more impact – better outcomes, more success.

We are acutely aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will therefore give careful consideration to making homework relevant and well-balanced across the school, whilst encouraging self-motivation and independent learning.

2. Aims - Principles of effective homework

KS3

- Homework at KS3 should establish routines and strategies for supporting the learning of a knowledge rich curriculum. These routines should support students' development through reviewing learning, revisiting knowledge and practising skills learnt in the classroom.

KS4

- Homework at KS4 should build on the routines established at KS3 and cement knowledge into long term memory. Homework should prepare students for success within assessments in lessons and summative assessments e.g. end of unit tests and examinations.

KS5

- Homework at KS5 should establish routines for wider reading and pre-reading for lessons to maximise every minute of learning. Homework should allow students to complete exam-style tasks through deliberate practice in the application of knowledge and skills.

3. Responsibilities

3.1 - Senior team

- Check compliance with the policy.
- Monitor the policy through the quality assurance process.
- Review the Statement every year and make appropriate updates as required.
- Ensure that new parents are informed about our expectations with regard to homework.

3.2 - Head of Faculty and SENDCo

- Develop a departmental approach to homework in line with the college's policy.
- Discuss homework at meetings and monitor its setting and marking.
- Establish standardised homework approaches/tasks when more than one teacher is teaching a subject area/module of work.
- Monitor and evaluate the quality of teachers' work on 'ClassCharts'.
- Support teachers with strategies for those who regularly do not complete homework, liaising with the teacher and if required, the students and parents as necessary.
- Advise teaching staff on appropriate levels of homework for specific SEND pupils.

3.3 - Teacher

- Plan and set up a regular programme of homework for students.
- Provide an explanation of homework tasks which is clear and specific, ensuring all students understand what they have to do.
 - i) **Effective practise:** Read pages 21-25 from book "x" and make 6 flashcards to support revision. In your flashcards include the following headings.... The themes for this end of unit test will be.... The date for this test will be....
 - ii) **Ineffective practise:** Spend 30 minutes revising for a test.
- A universal provision approach should ensure that a student with SEND has understood the homework task and that it is clearly recorded with strategies that mean the student can complete the task unaided e.g. use of software that can read flashcards to students, using websites that can read questions to students, with a focus on skills practice rather than just completing a task.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Set homework that is appropriate to the student's ability.
- Monitor homework regularly and make sure students are completing it to the best of their ability.
- Acknowledge students work according using 'ClassCharts' for rewards/sanctions.
- Provide feedback where this has been considered as part of the departments feedback policy.
- Communicate with students and parents if there is a problem regarding homework.
- Ensure homework takes equal opportunities into account and that the needs of students with disabilities are considered.

3.4 - Tutor

- Supported by Heads of Faculty/Subject Leads, work with parents and the SENDCo to ensure that students overall homework load is appropriate.
- Monitor 'ClassCharts' for announcements linked to rewards/sanctions and discuss accordingly with tutees.
- Establish a culture of the importance of homework by discussing its role with your tutees.

3.5 - Parents/carers

- Follow instructions linked to accessing 'ClassCharts'. Communicate with school via tutor or teacher when there is a problem linked to ICT.

- Monitor announcements and support their child in completing homework.
- Support their child to enable them to complete homework to a high standard and on time.
- Provide suitable conditions and resources for their child to complete homework.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Communicate homework concerns in the first instance to the tutor or to the child's subject teacher. When concerns are not resolved, then contact the college for further discussions e.g. to Head of Faculty.

3.6 - Students

- Take responsibility for learning and submit completed work in a timely manner.
- Make sure they understand the technology and also tasks that have been set and seek clarification if required.
- Take pride in the presentation and content of their homework and perform to a high standard.

3.7 - Students with SEND (including students with Social, Emotional and Mental health issues)

At Okehampton College we recognise that students with SEND may require that specific tasks be set that are consistent with a student's Individual Learning Plan/EHCP. We need to be ambitious for all students but recognise that finding the right balance for pupils with SEND is integral to them accessing the curriculum.

While students with SEND may benefit from special tasks separate from the homework received from other students, it is important that they also do as much in common with other students as possible. Therefore, we would like students to attempt to follow the policy, making no assumptions in the first instance. Following feedback from parents and in consultation with the SENDCo, we will then make reasonable adjustments to find the right balance and type of homework for students with SEND. This may result in just Core subjects being completed at KS3, or perhaps a change in the nature or time expectation for tasks set. All efforts will be made through a universal approach with effective scaffolding/support will minimise the need for different or reduced tasks, thereby allowing all students to be successful. Any reasonable adjustments will be decided on a case-by-case basis and communicated with class teachers accordingly.

Homework for SEND students should be:

- i) Scaffolded and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.
- ii) Not seen as an attempt to allow SEND students to catch up with the rest of the class.
- iii) Informed by a child's Individual Learning Plan/EHCP and liaise with the SENDCo to ensure that tasks are manageable and skill practice incorporated.
- iv) Varied, have a clear focus and time-guideline, and give SEND support.
- v) Creating an opportunity for everyone to succeed.

4. Homework procedures

4.1 - Communication – systems for setting and expected language in instructions

- All homework will be set on 'ClassCharts'. Where suitable, a link to online tasks/learning platforms such as SENECA, Google classroom or SPARX will be provided.
- Students will, in most instances, be given a week to complete pre-planned homework's. There may be some cases where last minute notices/tasks are relevant.
- Teachers may choose to either upload tasks individually in a timely fashion, or set multiple dates for a longer period of time.
- Each teacher will aim to set their homework on a consistent day every week or fortnight depending on the Key Stage to support the students in developing routines and organising their approach to completing the tasks set.

Detailed information will be provided which will clarify the following:

- i) Subject.
- ii) Amount of time expected to do the task.
- iii) How the homework will be completed and handed in (online submission, quiz, paper copy etc)
- iv) Resources required.
- v) Clarify if the homework will receive feedback or is linked to an important assessment.
- vi) Task description – specific details about how to complete the work.

Effective practise: Read pages 21-25 from book "x" and make 6 flashcards to support revision. In your flashcards include the following headings.... The themes for this end of unit test will be.... The date for this formal test will be....

Ineffective practise: Spend 30 minutes revising for a test.

4.2 - Style of tasks

- Retrieval practice – SENECA, self-quizzing, online testing/surveys, revision for tests, knowledge organisers
- Preparing revision resources – flashcards, mind maps etc
- Practising skills – SPARX, SENECA etc
- Practising techniques which link to future assessments – Art, Food, DT, PE, Music
- Watching videos/podcasts on elements of learning with accompanying task(s)
- Investigating/researching learning to support them in advance of a future lesson **(at KS5 only)**
- Pre-reading about a topic **(at KS5 only)**
- Summarising notes from a lesson for use as a future learning tool **(at KS5 only)**
- Preparation/organisation for practical tasks- Food, Art, PE
- Preparation for NEA based tasks **(at KS5 only)**
- Use of Career Pilot is an option.

4.3 - Frequency of homework

Homework frequency throughout the college should balance the importance of deepening student's knowledge with their development as an individual. The frequency of homework should therefore not limit a child's capacity to engage with other out of school learning opportunities such as local organisations and clubs.

KS3

- All students will be expected to engage with homework set by Mathematics, English and Science. This will be set as a maximum of 1 hour per week per subject.
- All students are expected to engage in homework for non-core subjects. Reasonable adjustments may be put in place for students with SEND (please see section 3.7). This will be set as a maximum of 30 minutes a fortnight for any subject.
- This will limit a student's homework over a fortnight to be a maximum of 10 hours or approximately 1 hour a day. Non-core subjects will decide whether 30 minutes is suitable and so this maximum time may be less in some cases.
- Subjects do not have set nights and follow a daily timetable. It is the responsibility of the student to learn how to manage their time to achieve the expectations of this work prior to submission.

KS4

- All students will be expected to engage with homework set by all subjects.
- Expectations of homework will increase during the 2 years of KS4 to take into account revision and the additional time that pupils may set for themselves when preparing for examinations.
- Mathematics, English Literature, English Language and Science will be set as a maximum of 1 hour per week per subject.
- All Option subjects will be set as a maximum of 1 hour per fortnight per subject.
- This will limit a student's homework over a fortnight to be a maximum of 12 hours or approx. 1.5 hour a day. Non-core subjects will decide whether 1 hour is suitable and so this maximum time may be less in some cases.
- As students approach their final exams, we would anticipate that 1.5 hours a day would increase for many, however we would advise all students to manage their time effectively and pace themselves through this phase of homework/revision.

KS5

- All students will be expected to engage with homework set by all subjects.
- Students should be spending a minimum of 3 hours a week on each subject being studied that will include specific homework tasks, knowledge development, revision, pre-reading and wider-reading.
- Students are also expected to engage with self-study in registered periods in Post 16, but this is separate from homework.
- During periods where NEAs (non-examined assessments) are being completed, students will be required to complete more than 3 hours a week for each subject where an NEA is applicable. Students should seek advice and support from their teachers regarding this.
- As students approach their final exams, we would anticipate that homework hours would significantly increase, however we would advise all students to manage their time effectively and pace themselves through this phase of homework/revision.

4.4 - Monitoring of homework – rewards and sanctions

- Students who complete homework in a timely manner, following the instructions from the teacher will be acknowledged. When the standard of this warrants a reward, the teacher will in the first instance use verbal praise. 'ClassCharts' will also be used to record and reward pupils work when this is appropriate.
- With Homework playing such a vital role in a student's progress, non-completion will result in a sanction (a faculty detention). Students will be expected to explain why to their teacher and where possible, extensions and/or additional support will be provided. The teacher will use 'ClassCharts' to record the lack of homework. Teachers will contact home and raise concerns and offer support to enable the consistent completion of homework.

4.5 - Feedback/acknowledgement

- All homeworks should be acknowledged by the teacher and rewards/sanctions used in accordance with the statements above (section 4.4).
- Where possible, this will be in class in the form of verbal acknowledgement from the teacher. This may also come via the use of online systems which use self-marking systems such as SPARX, Google Classroom, Quizizz/Quizlet or SENECA.
- Homeworks can be marked by the teacher, but this would be guided by the department/subjects' policy on feedback. Formal written feedback with next steps of learning will only be provided when relevant.

6. Strategies for supporting the completion of homework

At Okehampton College we are committed to effective communication around homework and supporting students to enable their success. In some circumstances, students may need additional support which can only be provided in school. Staff at the college are always available to support students understanding and completion of homework. Provision for after school "homework club" will be communicated when this is available. For any pupil needing support or a space to work in school, please discuss this with your teacher.

In addition to this, we also run after school revision sessions for Year 11 students. This typically starts in January of Year 11 and this will be communicated to parents when the system is in place during each academic year.

7. Review of homework policy/monitoring of impact

The implementation of this policy will be monitored regularly by the senior leadership team to ensure that it remains relevant and fit for purpose and will be evaluated in the light of any parental concerns.

The school will review this policy every 2 years to assess its implementation and effectiveness. HoFs will be expected to do this for the Deputy Principals for Outcomes and Inclusion, who will report the effectiveness of the homework policy in improving the quality of learning, attainment and progress of the students. The policy will be promoted and implemented throughout the school.

8. Linked policies

- Curriculum
- Teaching and learning

- Rewards and sanctions
- SEND