



## Homework Policy

*Extending learning beyond the classroom*

## 1. Rational and Purpose of Homework

We follow a Knowledge-led learning curriculum. The aim is to ensure every young person has access to a broad range of literary and scientific knowledge, regardless of academic ability.

We strongly believe the more knowledge you acquire, the more curious you become. This thirst for knowledge results in higher achievement and more choices for the future.

Knowledge is deliberately visited and re-visited across a unit of work, across a term and a year, and then across our 5 year curriculum. We reinforce the essential pieces of subject information in each topic through Knowledge Organisers. We shift them from short into the long-term memory that is capable of storing tens of thousands of pieces of information. Homework is integral to embedding key knowledge into the long term memory and therefore ensuring knowledge is mastered.

## 2. Expectations

**DAILY HOMEWORK ALL YEAR GROUPS** - All students must complete 'daily homework' for 20 minutes each night.

This is the minimum that students will have.

Students will be required to use the back of their Prep books to write out knowledge from memory from their knowledge organisers by covering up the knowledge from the relevant section of their knowledge organisers (as directed by subject teachers) and then self-check, correcting any errors in green ink.

Form tutors are to check on a weekly basis that this is being completed by checking at the back of each pupil's Prep book

Subject teachers are to test that this is completed through Do Now activities.

**REGULAR HOMEWORK** - Class teachers from the subjects specified below will set REGULAR weekly homework during their lesson in addition to the DAILY knowledge organiser homework that students are expected to complete each night. To assist pupils in planning their homework they should complete this on the day shown above.

**ADDITIONAL HOMEWORK** - Class teachers from ALL other subjects will set homework, as appropriate to their curriculum at least monthly. Pupils for this homework will be given at least 1 week to complete this.

To assist pupils with planning their homework activities the following plan has been design to help them manage their homework schedule and may not necessarily represent the day they are taught the subject listed.

| Year Group                    | Monday   | Tuesday       | Wednesday  | Thursday                   | Friday           |
|-------------------------------|----------|---------------|------------|----------------------------|------------------|
| Year 7 - REGULAR HOMEWORK     | Maths    | English       | History    | Geography                  | Science          |
| Year 7 - ADDITIONAL HOMEWORK  | RE & MFL | Music & Drama | Art and PE | Food and Design Technology | Computer Studies |
| Year 8 - REGULAR HOMEWORK     | Maths    | English       | History    | Geography                  | Science          |
| Year 8 - ADDITIONAL HOMEWORK  | RE & MFL | Music & Drama | Art and PE | Food and Design Technology | Computer Studies |
| Year 9 - REGULAR HOMEWORK     | Maths    | English       | History    | Geography                  | Science          |
| Year 9 - ADDITIONAL HOMEWORK  | RE & MFL | Music & Drama | Art and PE | Food and Design Technology | Computer Studies |
| Year 10 - REGULAR HOMEWORK    | Maths    | English       | Science    | Maths                      | Science          |
| Year 10 - ADDITIONAL HOMEWORK | Option 1 |               | Option 2   |                            | Option 3         |
| Year 11 - REGULAR HOMEWORK    | Maths    | English       | Science    | Maths                      | Science          |
| Year 11 - ADDITIONAL HOMEWORK | Option 1 |               | Option 2   |                            | Option 3         |

Homework activities from all subjects will comprise of some or all of the following:

- Reading
- Memorising specific sections of Knowledge Organisers

Techniques encouraged are:

Self-quizzing

Mind maps

Direct practice exercises

Creation of flash cards

Storyboards

Use of online resources

- **Reading (at least 20 minutes each evening)**

Reading is the most important way in which a student can develop academic potential. Reading, at least 20 minutes every day, will over the course of a child's lifetime have a huge impact on their progress across all subjects.

- **Memorising Knowledge Organisers**

'Higher-order thinking is knowledge based: The almost universal feature of reliable higher-order thinking about any subject or problem is the possession of a broad, well integrated base of background knowledge relevant to the subject' E D Hirsh.

Knowledge organisers include key facts for each unit of work. For example: exact facts, events, equations, formulae, key terms, characters, concepts, and precise definitions that all students are expected to master in long-term memory.

Teachers will direct students to the sections that are to be memorised by students. Each lesson students will have low-stakes quizzes to help embed the key knowledge in their long term memory.

Techniques that will be encouraged:

- Self-quizzing: students cover up the knowledge organiser and rewrite out information, answer quiz questions (present in some subject booklets or written out by student in advance), tested by another individual etc.
- Creation of flash cards: sets of small, double sided cards use to learn and revise details, keywords and vocabulary. They are useful for learning the relationship between two pieces of information. Students can write a question or key term on the front and then the answer or definition on the back.
- Mind maps: a diagram used to visually organise information. It is hierarchical and shows relationships between key pieces of knowledge and concepts.
- Storyboards: a graphic organiser in the form of illustrations or images. They display sequences.

- **Direct practice exercises**

This involves providing students with the opportunities to apply new knowledge, usually using examination style questions.

- **Use of online resources**

Teachers are able to direct students to access a plethora of online materials including podcasts, interactive exercises that are marked online and videos to aid knowledge retention and revisit/apply knowledge. Many of these resources are accessible due to school subscriptions and students will require a username and password, which will be issued by class teachers.

Low stakes quizzing will be utilised in lessons to help embed the key knowledge that they are memorising for homework to ensure that it is embedded into their long term memory. For direct practice exercises students will receive feedback that adds value and supports progress. This could be written or verbal.

### 3. Roles and responsibilities

#### The role of the Class Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken.

The class teacher will:

- Set homework in line with the school policy
- Direct students to the appropriate parts of knowledge organisers and support students in recording (in planners) what is expected
- Incorporate low-stakes quizzing into lessons to ensure that knowledge is learnt and embedded into long term memories
- Set deadlines for direct practice exercises and ensure that they are met.
- Provide feedback on homework that adds value and supports progress, and reward accordingly
- Follow-up missed deadlines and poor quality homework with an appropriate sanction in line with the school policy

#### The role of the Parents/Carers

The role of the parent/carer is crucial if a child is to gain success from homework. Reinforcing the value of homework through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents/carers can assist by:

- Providing a table, chair, appropriate equipment and a quiet place to work
- Negotiating with their child when homework is to be done as a student's free time is important too
- Try to make it a regular slot
- Checking the time spent on individual tasks
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure
- Checking presentation and content of all homework being returned to school
- Signing the homework planner each week
- Providing the school with information about any problems through the student planner or by contacting the school directly

#### The role of the student

- Listen to homework instructions in class
- Enter homework into student planner
- Ensure that homework is completed
- Present homework neatly
- Inform the class teacher of any difficulties in advance of any deadlines (for direct practice exercises)

### 4. Rewards and Sanctions

The completion of homework is non-negotiable. For students not meeting deadlines set, producing poor quality homework (based on effort) or not completing knowledge based learning a class teacher will set a detention.

For students meeting all expectations a green stamp will be issued at the end of a lesson (providing the student has been 'ready to learn' for the duration of the lesson). These green stamps have a value that can be used to purchase items at the school shop.