



HOMEWORK GUIDANCE

'Homework Matters: Great Teachers set Great Homework' (John Hattie)

According to John Hattie, (*Professor of Education and Director of Education, University of Melbourne*) the impact of homework increases significantly when students join secondary school. When done well, homework can improve the rate of learning by 15% – or advance children's learning by about a year. The effects are highest, whatever the subject, when homework involves rote learning, practice, or rehearsal of subject matter. The research also suggests that students should be engaging with new content through homework tasks so that it can be explored further and consolidated in the next lesson with the teacher present. Tom Sherrington (*former Headteacher and Education consultant*) calls this bridging between teacher-led and student-led learning. He asserts that along with research, note-taking and other pre-learning activities, most homework **should be about getting ready for the next lesson**.

In Willingdon, we agree with the points made above and believe that homework is an essential part of learning and that it contributes significantly to raising achievement, for the following reasons:

- It gives students an opportunity to work independently, and to take responsibility for their own learning;
- It helps students to recognise the link between good study habits and higher standards of achievement;
- It helps teachers check that students have understood class work;
- It can be used to extend work covered in class;
- It helps to close gaps in students' knowledge;
- It helps students to ensure their subject knowledge is fluent and secure;
- It can strengthen liaison between home and school.

Timing & Quantity of Homework

Key Stage 3 - Years 7 – 9

Homework is set weekly in all subjects and is seen as an essential aspect of our Progress Every Lesson mantra because of the emphasis it places on independent learning, knowledge retention, thinking hard and learning to learn. We firmly believe that all subjects are equal in terms of their importance to students' overall development and that each one should be valued, regardless of how often the subject is taught each week. We believe that homework provides the opportunity for every subject area to enthuse, stretch and motivate students so they can embed subject knowledge and key skills in all areas. These are the building blocks towards an enjoyment of learning that can last a life time and improve young people's life chances.

As stated above, the core principles of homework are that it should involve rote learning, practice, or rehearsal of subject matter as well as ensuring students can engage with new content so that it can be explored further and consolidated in the next lesson with the teacher present. Along with research, note-taking and other pre-learning activities, most homework **should be about getting ready for the next lesson**.

To reflect these principles, a range of homework tasks will be set, as appropriate, to individual subject areas, including extended written and reading tasks, revision, research, collecting information and objects, conducting

simple experiments or making models, sketching or designing, and carrying out surveys and interviews. It is important to note that homework does not always take a written form. Many subjects use a range of online resources to include Seneca, Maths Watch (vle.mathswatch.com), <https://classroom.google.com/> and <https://willingdon.musicfirst.co.uk/app/> to support students with independent study. Such resources often take the form of self- marking quizzes and tests which provide useful feedback to students on their learning.

Students in years 7 and 8 should be spending approximately one hour per evening on homework, or the equivalent of this if students choose to work over the weekend. By year 9 and in preparation for GCSE, we expect students to spend **up to** two hours every evening on homework.

Homework will be set weekly for every subject. Some tasks may be extended over two or more weeks. If this is the case, details of how the task is to be broken down for each week will be recorded on Edulink. We encourage students to carry out their homework tasks in a quiet place away from distractions, but recognise that this may not always be possible. As a guide, students in year 7 and 8 should spend at least 30 minutes on each piece of homework, while students in year 9 should increase the time they spend to 40 minutes per task. As well as spending the requisite amount of time on homework, all teachers will expect work to be presented well, following our Book Basics guidance. We expect students to strive for and deliver their best standards for homework, producing their best work and showing their best efforts. Work which does not meet the expected standard will need to be re done and resubmitted by the next day.

Key Stage 4 – Years 10 and 11 (science from year 9)

All students in years 10 and 11 will be set a substantial homework task each week in each subject they study for GCSE. At Key Stage 4, it is recommended that students spend between 1.5 and 2 hours on the completion of homework for each subject, each week. This may be spread out over several evenings so that homework completion across a number of subjects is manageable.

The use of Edulink as the portal for all homework that is set every day, across all teachers and subjects, means that homework is accessible from home by both students and parents. While some subjects such as English, science and music may use platforms such as Google Classrooms and Educake to set homework, this will be clearly signposted on Edulink so students and parents know where the task can be accessed. All students and their parents receive log- ins to access Edulink in order to view what has been set, when it is due and how it should be submitted. Teachers will regularly provide additional information and resources in the form of links and attachments to help learners work through the set tasks and to ensure tasks are differentiated and provide additional challenge where appropriate.

Adequate time will always be allowed for completion of work. Staff will avoid requiring homework to be done for the next day as far as possible, realising that students may have family or extra-curricular commitments on certain nights.

The Student Planner

Every student is issued with a Student Planner at the beginning of the new academic year. This is an important means of communication between the school and home.

Students are responsible for entering brief details of their homework in the planner. This is used as a reminder to the student to look on Edulink for the full homework details and particularly important for extended work which is set over two weeks or more. Where a piece of homework is to extend over a number of weeks, students should make sure that they enter it up appropriately each week. In all cases, students are expected to make a note in their planners of the dates on which homework is set and of when it is due. This will be mirrored on Edulink. Parents can monitor when homework has been set by logging on to Edulink.

Subject teachers will ensure that the homework task is explained clearly, both verbally and on the board, with a date for handing the work in. Assistance will be given to those students who may have difficulty noting down the homework. Students should make sure they ask for clarification, if they are not clear about the homework

set. Students who are absent on the day that homework is set are expected to check Edulink to see what has been set and should attempt to complete the task by their next lesson. This is to enable absent students to prepare for their next lesson and not fall behind.

Sanctions

If homework is not completed by the date expected or is not completed to the expected standard, teachers will establish if the student had difficulty in completing the task and arrange for an extension of the next day. However, if homework is not completed satisfactorily or is late on a second occasion, the student will be given an after-school year group detention during which time the task should be completed. Where there are problems in a number of subjects, a student will be put on a Monitoring/ Behaviour Card by their DoSP until the situation improves. The school also runs homework clubs for those students requiring one to one support or a suitable space in which to complete their homework.

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