

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

HOMEWORK POLICY	
Reviewed/Amended	May 2023
Ratified by Copleston LGB	26.6.23
Date of next Review	Summer Term 2024
Responsible Officer	Steve Ramsey
Policy Number	ACS8

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

INTRODUCTION

Homework is a key part of the learning experience of all students in the school. This policy therefore ties in very closely with the curriculum and learning policy and will be reviewed in conjunction with that document.

Homework can have a number of different purposes:

- To consolidate what is being learnt in lessons
- To prepare for subsequent lessons/assessments
- To facilitate spaced repetition and interleaving of concepts and content
- To prepare younger students for the demands of independent study higher up the school and beyond
- To extend and engage students in wider learning
- To create channels for dialogue between home and school

Homework is most valuable when it is clearly linked to work done at school (i.e. it is relevant), however it should not simply be an extension of that day's lesson. We believe that for homework to be of maximum use to pupils it should focus on reviewing previous work and for retrieval practice, and this becomes essential as students approach public exams. Homework should also be designed to stretch and challenge pupils, and to broaden the scope of the curriculum they are studying. Homework should not be set as a punishment, however it is appropriate that incomplete classwork should be caught up with at home and this would be in addition to formal homework.

WHAT KINDS OF TASKS MAY BE SET?

The nature of the homework activity is crucial if pupils are to be convinced of the value of out of school learning - irrelevant exercises given in a tokenistic way should be avoided. There are many different homework tasks that are valuable – the following are some suggestions:

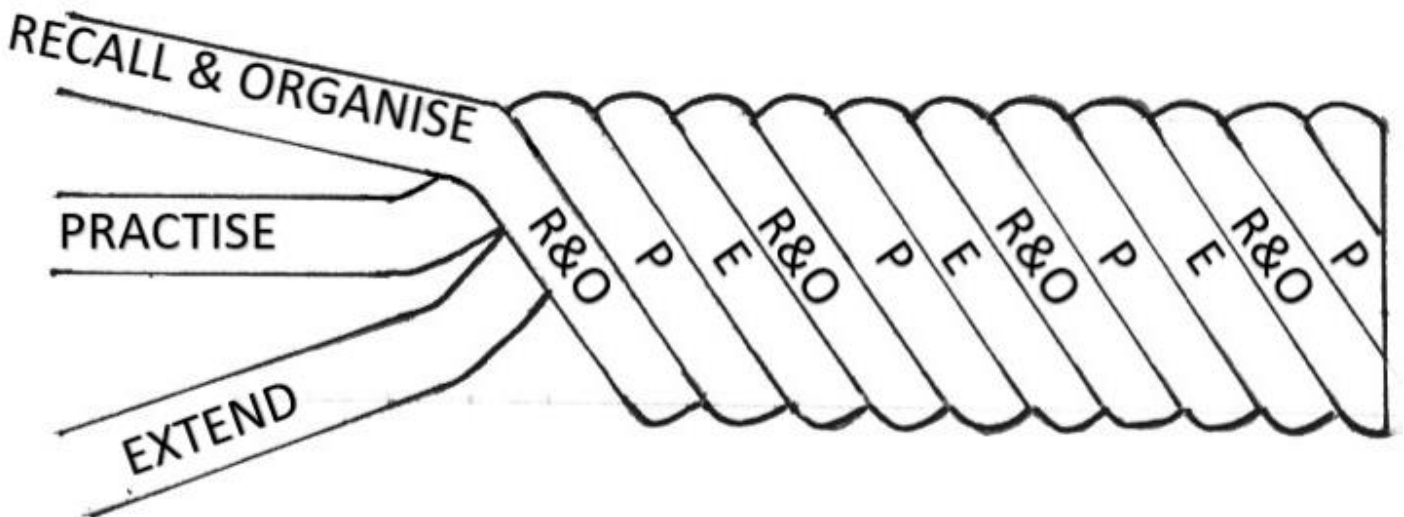
At Copleston we have developed the ROPE model of homework.

Recall

Organise

Practice

Extend



Weekly homework should alternate between the R&O and the P strands, to ensure that all students are developing a rounded set of subject skills and knowledge. Example homework for each strand could be:

Recall and Organise

- Learning key vocabulary
- Learning a topic through use of a knowledge organizer
- Producing a mind map or flash cards on a given topic

This style of homework should generate no teacher marking. Completion can be assessed by the use of low stakes quizzing in lessons or on satchel itself

Practice

- Comprehension or calculation questions
- Past exam questions
- Skills practice, drawing a graph, producing a piece of prose.
- Subject specific work to facilitate progress

Self or peer assessment can be key here. Any teacher marking that does need doing should be built into the department's assessment policy, not in addition to it.

Extend

The extend strand is designed to stretch and challenge students, and to push them beyond the boundaries of what they learn in class. This strand is delivered by our supercurriculum programme. All students should be doing one supercurriculum task per half term. Each subject has several tasks available, and students should choose ones which interest and excite them.

Satchel One

The school uses Satchel One, an online platform for the delivery and monitoring of homework. All staff, students and parents will have a log in for the site, and it will be accessible from a desktop computer, tablet or phone.

The expectation is that every piece of homework is set via Satchel, if it is not on Satchel then the homework is not considered to have been set. Consideration should be given to ensuring that all relevant resources have been uploaded or linked to.

HOW MUCH HOMEWORK SHOULD BE SET, AND HOW OFTEN?

The nature and frequency of homework will vary according to both stage and subject. It is not appropriate, therefore, to adopt a 'one size fits all' approach. The following are guidelines.

- At KS3 it is reasonable to expect students to spend 20-30 minutes on a standard homework task.
- At KS4 it is reasonable to expect students to spend 30-45 minutes on a standard homework task.
- At KS5 students should expect homework tasks of at least three hours per subject per week, but they are also expected to supplement work in lessons and for homework with self-directed study (e.g. background research and reading around the subject). This work may be done at home or during the student's non-contact lessons.

As a guide, students at Key Stage 3 should expect homework to be set once every three to four lessons of subject

time in the core and most of the foundation subjects.

At Key Stage 4, students should expect weekly homework in the core, and most of their option subjects. At Key Stage 5, students will be set weekly homework in each subject.

Where students in a subject have more than one teacher, those teachers should liaise to ensure that they do not all set homework in the same week. It may be more suitable to set tasks across a whole year group or subset thereof that may not directly be linked to the lessons that week. This may be the case when homework is facilitating retrieval practice and spaced repetition.

Each individual department will have a homework policy that interprets this guidance for their own situation and sets out expectations for that subject.

HOW HOMEWORK IS SET

All students at Copleston are provided with a login for the Satchel online platform. Staff will set homework on this platform at the appropriate intervals, and it is expected that students will be told about the homework in class. However, our expectation is that students take responsibility for their own learning and check Satchel on a daily basis. Clear instructions will be given by the teacher including:

- Details of the task (on a separate assignment sheet if appropriate).
- Date it is due in. *NB homework must not be set for the next school day, (e.g set on Friday for Monday), but instead students must be given a reasonable amount of time in which to complete the task, considering how long you expect the student to take to complete the work.*
- Guide time (how long the student is expected to spend on it).
- Success criteria.
- All necessary supporting materials will be uploaded or linked to.

SUPPORTING STUDENTS' COMPLETION OF HOMEWORK

We recognise that some students are unable to complete homework at home. For this reason, we offer supervised homework help sessions at school (including use of computers and other specialised equipment where it is needed). Mr Ramsey will be available during morning registrations to solve Satchel related issues. Some students with particular needs may be given bespoke homework to support their learning.

WHAT HAPPENS IF HOMEWORK IS NOT COMPLETED OR A YOUNG PERSON CANNOT DO IT?

It is important to provide positive encouragement to students to complete homework in the form of rewards. If there is a problem or difficulty which means that a young person has not been able to complete homework, they should be given further guidance/help and another opportunity to complete the homework rather than being punished in the first instance. Positive reinforcement for students completing homework can help to encourage others to complete work.

If there is no valid reason homework is not completed, or there is a pattern of non-completion, the student will be issued a homework detention for the next day. This will be a 30 minute detention after school, which is completed in a computer room to enable Satchel access.

Parents/Carers are asked through the Home/School contract to support the School in encouraging young people to complete homework. They will be able to monitor their child's homework through the Satchel app.

ROLE OF THE HEAD OF DEPARTMENT

- To ensure that the homework policy is consistently applied across the department.
- To have a clear department policy on homework.
- To monitor the setting of homework.
- To monitor the quality of homework set and completed.

ROLE OF THE LEADER OF LEARNING AND FORM TUTOR

- To monitor Go 4 Schools and SATCHEL and intervene where non completion of homework becomes persistent.

ROLE OF SLT

- To support middle leaders in monitoring homework.
- To ensure homework is an explicit element of feedback reviews, coordinated by the SLT assessment lead in accordance with the school calendar.