



PENWORTHAM GIRLS' HIGH SCHOOL

HOMEWORK POLICY

February 2021

Updated Annually

Next review Spring 2022

THE MISSION

**To prepare
Articulate, Questioning, Tolerant and Independent Women
for the future.**

1.0 Rationale

Setting regular, well-planned and appropriately resourced homework leads to better academic outcomes.¹ Spending more time on homework increases students' capacity to study independently, building their resilience and providing additional opportunities to learn. Setting homework of a consistently high standard demonstrates that a teacher has high expectations of all their students and encourages them to take their academic studies seriously.

2.0 Principles

2.1 Planned and focused activities are more beneficial than homework that is more regular but may be routine e.g. finishing off class tasks, or not directly linked to what is being learned in class.

2.2 It should not be used as a punishment or penalty for poor performance.

2.3 A variety of tasks with different levels of challenge are likely to be beneficial.

2.4 The quality of homework is more important than the quantity. Evidence suggests that the impact of homework is reduced when students have too much of it.

2.5 The purpose and success criteria for the homework should be made clear.

2.6 Students should receive specific, timely feedback on homework and be rewarded for their effort.

2.7 Teachers should ensure that students' complete homework to an acceptable standard and use sanctions e.g. Class Charts 'Homework Issue' and department detentions. Where a student is consistently failing to complete homework to an acceptable standard then it should be referred in the first instance to the student's Form Tutor or Raising Achievement Coordinator as well as the Head of Subject.

3.0 Guidance

3.1 As a school, we set all homework online using Class Charts. Every teacher, student and parent can log in and access it.

¹ On average, homework can lead to five months' additional progress according to the *Education Endowment Foundation*, 2017. The benefits of homework were also noted in a DfE report entitled; *Students' educational and developmental outcomes at age 16 (EPPSE 3-16) Project*, 2014

3.2 Research suggests that the optimum amount of homework for a student is around 1 hour per school night in Year 7, increasing to around 2 hours per school night by Year 11.² Homework should therefore be set in accordance with the following guidelines:

Years 7 to 9:

Core Subjects = Once a week (30 minutes)

EBacc Subjects = Once a week (30 minutes)

Other subjects = Once a fortnight (30 minutes)

Years 10 & 11:

All Subjects = Once a week (45 minutes)

3.3 All subject teachers should set homework for all their classes and all students should complete it.

3.4 When setting homework in class, students should routinely record the name and due date of each homework in their planners. This will enable parents and Form Tutors to see, at a glance, what homework has been set.

3.5 Excellent homework:

- Supports and extends learning in the classroom
- Is differentiated, taking into account the ability of the class and the needs of individual pupils
- Involves new learning
- Is appropriate and manageable
- Challenges and engages pupils
- Makes use of high-quality resources from the Internet or elsewhere
- Has clear instructions, including success criteria phrased in ‘pupil-speak’
- Is set with sufficient time for completion
- Is varied
- Is, as far as possible, engaging and enjoyable

3.6 When setting homework, teachers are encouraged to be mindful of the wider commitments that students may have. Therefore:

- Only rarely should teachers ask that homework be completed for the next day.
- Setting homework to be completed during a holiday should be avoided as it may prove difficult for some students.
- Only revision homework should be set during assessment or mock examination weeks.

² Education Endowment Foundation, 2017.

3.7 If ‘take-away menu’ homework is used, it must only be set for a maximum of two weeks.

3.8 The effort that pupils expend on homework should be recognised and rewarded, using the school’s reward system e.g. Homework Champion medals or Head’s Commendations.

3.9 Homework completion should contribute to the overall ATL score given to students in termly monitoring and should be commented on during written reports where appropriate. Feedback regarding homework should be provided to parents at Parents’ Evenings.

4.0 Accountability and Quality Assurance

4.1 All teachers must set homework if they are to fulfill Teacher Standards. They must ‘*set homework [...] to consolidate and extend the knowledge and understanding pupils have acquired.*’³

4.2 Homework will be quality assured in the following ways:

- Through the Quality of Education reviews, where homework is seen as an aspect of curriculum provision.
- Students can give their views on homework through annual Pupil Attitudinal Questionnaires and Focus Group discussions.
- Parents can give their views on homework in the bi-annual, Kirkland Rowell Survey.

Addendum to the Homework Policy during periods of Home Learning

Government guidelines stipulate that secondary-aged students should receive 4-5 hours of home learning. The majority of this learning occurs through the medium of technology, leading to a significant increase in ‘screen time’. Therefore, during periods of home learning, teachers are not expected to *routinely* set homework in addition to class work.

Exceptions to this are:

- Bedrock (English)
- Maths Watch (Maths)
- Creative or independent learning tasks
- NEA work e.g. Art and Technology.
- Revision and preparation for upcoming assessments

J Ramsdale, 2021

³ DfE, *Teacher Standards* (2012)