



PENWORTHAM GIRLS' HIGH SCHOOL

HOMEWORK POLICY

January 2024

Updated Annually

Next review Spring 2025

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. Setting homework that is perceived, by both students and their parents, to be beneficial to learning, leads to greater levels of engagement, enjoyment and satisfaction.

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 when this is not the case.

2.8 Where a student is consistently failing to complete homework, or to produce homework of an acceptable standard, then the class teacher should liaise with the student's Form Tutor and Head of Year, as well as the Head of Subject, to discuss the next steps.

2.9 Reasonable adjustments should be made to support any student in the completion of homework.

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

3.0 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.

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, considering 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.

² Education Endowment Foundation, 2017.

- 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.

3.7 When setting and collecting homework, teachers must make reasonable adjustments for pupils that have identified barriers to learning e.g., SEND, PP or vulnerable pupils. Typically, these will be outlined in a Pastoral Support Plan (on CPOMS), Learning Support Portal (on Edukey) or they may be identified as a specific Provision. This can involve providing longer deadlines, additional support via homework clubs, lunchtime sessions or the provision of IT equipment. In rare cases, and typically for a time-limited period, the student may not be expected to complete homework.

Students who are routinely not completing homework should be identified, supported, and ultimately referred to the appropriate Head of Year so that any barriers can be identified, and support measures can be put in place. It is not reasonable to issue repeated sanctions without ensuring that all possible support has been put in place.

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

3.10 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.

3.11 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 Subject 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.

³ DfE, *Teacher Standards* (2012)

Addendum to the Homework Policy during periods of Home Learning

If circumstances necessitate a period of home learning e.g., a pandemic or a strike, the majority of 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)
- Sparx (Maths)
- Educake (Science)
- Creative or independent learning tasks
- NEA work e.g., Art and Technology.
- Revision and preparation for upcoming assessments

J Ramsdale, January 2024

This policy has been agreed by the Governing Body	DATE
Reviewed – Curriculum & Standards	February 2018
Reviewed – Curriculum & Standards	February 2020
Reviewed – Curriculum & Standards	February 2021
Reviewed – Curriculum & Standards	February 2022
Reviewed – Curriculum & Standards	February 2023
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