



King
Ecgbert
School

Homework Policy

Date ratified:	8 December 2021
Governors/Committee Meeting	Full Governors
Signature of chair:	

Homework Policy

What does the research show:

Research shows homework is most effective when it is:

- Planned and focused (within the curriculum sequence)
- Routinely set
- Not used as a punishment or penalty
- Has specific and timely feedback
- Purpose clearly communicated to the students
- Meaningful

When homework is set to a high standard, accessible to all learners, and has the purpose clearly communicated to the learners, it can have the impact of five months' additional progress.

At KES we also recognise children need time to be quiet, to read, to play and imagine. Therefore, we will only set **valuable** homework assignments which allow all students to progress with their learning, and not set homework for the sake of it.

Purpose of homework at KES:

- Support student progress.
- Allow students to retrieve previous knowledge learnt from class to enhance their long-term memory.
- Allow students to embed and apply key knowledge/skills through independent practice.
- At KS5 **only**, flipped learning may be used to pre-learn knowledge required for following lessons.

Homework Tasks

- Most homework tasks will focus on strategies to help students with the retrieval of previously taught content. This may include (but is not exclusive to):
 - Quizzes
 - Past exam questions
 - Vocabulary exercises. E.g. Spelling tests, definitions etc.
 - Revision techniques such as flash cards and mind maps.
- Some homework tasks will focus on application of knowledge through independent practice.
- Where possible homework will be set using technology to reduce the need for multiple sheets. This may include programs such as (but is not exclusive to):
 - Microsoft Teams
 - Microsoft Forms
 - Educake
 - Hegarty maths
- All homework tasks will be structured in a manner where the student does **not** require an expert to be present in the room to complete successfully. This should ensure **all** our learners can access their learning away from the classroom. This may be achieved through any of the following:
 - Clear instructions provided in class, alongside the purpose of the homework being set.
 - Choice of activity (if appropriate)
 - Clear scaffolding provided within the assignment

- Support students with starting the homework in class, before completing at home (where appropriate)
- At KS4 and beyond, homework tasks will also include coursework, controlled assessment preparation and exam practice.

Setting of homework

- If possible, homework will be handed out at the start of a lesson with the purpose clearly explained, or with enough time at the end for students to fully understand the task being set.
- All homework tasks must be set on EduLink with clear step by step instructions.
- The regularity of the homework being set will be determined by the subject, as appropriate to their curriculum. This ensures all homework being set remains purposeful.
- There will be no overnight deadlines.
- Homework will not be set to be completed over the school holidays.
- Homework must not be set on the Friday for a Monday deadline.
- At KS3, each homework task must not be required to have more than **20 minutes** spent on it.
- At KS4, each homework task must not be required to have more than **30 minutes** spent on it.
- At KS5, students are expected to study 5 hours independently per subject across the week.

Homework feedback

Feedback will be provided on all homework which allows all learners to make progress and for staff to identify areas of need, which they will respond to.

This may be whole class feedback after teacher, peer or self-assessment. Increasingly. This may include discussions in class, oral and/or written comment from the teacher and increasingly immediate automated individual feedback.

Teachers are also asked to assess commitment to homework at specific data entry points throughout the year.

Homework monitoring

Teachers are responsible for the monitoring of the quality and lateness of homework in the first instance.

Heads of Department take overall responsibility for ensuring that homework is set in their subject according to their subject statements.

Heads of year will also monitor homework data at the end of each half term to become aware of any students struggling to regularly submit homework across multiple subjects.

Homework support

Stage One

- Teacher provides a verbal warning to bring a better piece by the next day (**does not record anything at this stage**). If appropriate teacher can offer to support the learner with completing it.
- **Teacher to message parent via EduLink or phone call** saying the student has a 24-hour extension and to enquire if there are any barriers/valid reasons for having not completed on time.

- Teacher recommend the student goes to homework support (for a quiet place to work).

Stage Two

- If a student fails to submit the homework after the extension, **teacher records on SIMS/Edulink. No behaviour point is given.**
- Teacher can request for the student to attend homework support.

Stage Three

- **At the end of a half term** a report is run. At the start of the following half term any students clearly in need of support will be told to attend homework support (KS3-4) or study support (KS5) on their dedicated day for a **full half term**. This will not be optional.
- **Year manager** to contact home to inform parents/guardians of the invite.

Homework support will be a quiet working environment to create a positive learning atmosphere. Staffed by SLT link, teachers and CIA/LSAs. Older students will also be used to support younger students in demonstrating to them good habits.

If a child does not have any homework on the day they are attending, subjects will be contacted for further work which could benefit the learner. This can be missed pieces from half term/pieces for the half term ahead. All work should still meet the principle of either **retrieval or practice**.