

MONKSEATON HIGH SCHOOL HOMEWORK POLICY

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Statutory policy or document	No
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Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Every two years	July 2026

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Author	Creation / Revision date	Version	Status
Assistant Headteacher (KEF)	21.06.24	1.0	Final approved version for publication.

1. Aims

This policy aims to:

- outline the purpose of homework
- establish a clear and consistent approach to homework
- clearly set out the expectations for setting, marking and monitoring homework
- provide supporting information on the types of homework set.

2. The Purpose of Homework

Homework enables students to develop high-quality independent learning skills, which are vital to success at GCSE level and beyond. We want our young people to have a strong and disciplined work ethic and to feel confident in their readiness for life after education. Our homework tasks will be carefully designed so that they support the development of these skills, without causing our students and/or their families' unnecessary stress.

3. Relevant Policies and Publications to Inform our Approach to Homework

Evidence shows:

- the impact of homework on an average secondary student is five months' additional progress
- homework is most effective when it is short and focused
- homework is most effective when it is an integral part of learning, rather than an add-on
- it is important that students are provided with high quality feedback on their work.

(Homework Toolkit, Education Endowment Foundation, August 2021,

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>)

We understand that for students to make strong memories, they need to regularly practice retrieving information. This allows students to strengthen the connections to their long-term memory and to retain more information over time.

(P. Agarwal, <https://www.retrievalpractice.org/>)

Teachers will regularly set students retrieval tasks and ask them to undertake no-stakes quizzes and self-testing to support the development of their memories. This could come in the form of:

- asking students to learn sections of Knowledge Organisers followed by a quiz in class
- setting students relevant sections from the Seneca Learning website
- providing key sets of flashcards on Quizlet
- requiring students to complete specific assignments on MathsWatch
- completing short retrieval quizzes on Microsoft Forms.

Students should complete their homework at a high intensity, with no distractions and their phone on airplane setting. They should aim to work in 25-minute bursts, with short breaks (minimum 5-minutes, maximum 25-minutes) in between.

(The GCSE Mindset: 40 Activities for Transforming Commitment, Motivation and Productivity, Martin Griffin and Steve Oakes, 2018)

4. Homework Expectations for each Year Group

Year 9

Weekly homework: English, Maths, Science

Fortnightly homework: Art, Geography, History, ICT, Music, Personal Development, Spanish, Hospitality, Technology

Year 10 and Year 11

Weekly homework: English, Maths, Science

Fortnightly homework: all option subjects

Sixth Form

Weekly homework: at least one formal piece of homework per subject.

There is also an expectation that students work independently on additional tasks such as: going over notes, wider reading, research, practising exam questions, etc.

Homework tasks in all year groups will be a mixture of:

- independently practising skills taught in lessons
- introducing content for future lessons
- retrieving knowledge previously taught in lessons
- learning/revising key knowledge
- reading.

5. Recording and Quality Assurance of Homework

All class teachers will record homework assignments in Class Charts so they are visible to students and parents / carers.

All class teachers will record completion/non-completion of homework in Class Charts.

Faculty Leaders will monitor homework recording in Class Charts, ensuring homework has been set, is appropriate, and has been completed.

6. Barriers to Homework completion

Students who do not have easy access to a device which they can use to access their homework on Class Charts should inform their form tutor, who in turn will inform the school's IT Support. Wherever possible, the school will support the student by providing a device for loan.

Students can also stay behind after school (until 16:00) to complete homework in an ILA.

7. Rewards /Sanctions

All students who complete homework will be awarded five positive Homework Completed points by their class teacher.

Students who do not complete homework will be awarded one negative Homework Not Completed point by their class teacher.

Once per half-term, Faculty Leaders will pass a list of concerns to Year Leaders. Parents/ Carers of these students will be invited in for a meeting with the Headteacher and the Assistant Headteacher responsible for homework. Students will be invited to a homework catch-up session with their Year Leader.

Appendix A. Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Homework Policy	
2. Name of person(s) completing this form:		Marie-Anne Dowson	
3. Has the policy/practice been assessed to consider any potential impact on the equality groups? Yes			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
4. Equality Target Group (highlight):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships	No significant impact.	This policy has no negative impact on any persons based on the protected characteristics.	
5.		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)		NO	
Eliminate unlawful discrimination, harassment and victimisation			
Advance equality of opportunity between different equality groups			
Foster good relations between different equality groups			
7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?			
n/a			
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?			
n/a			
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?			
n/a			
10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
A) No changes required.			
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.	Yes		
Bi-Annual review			