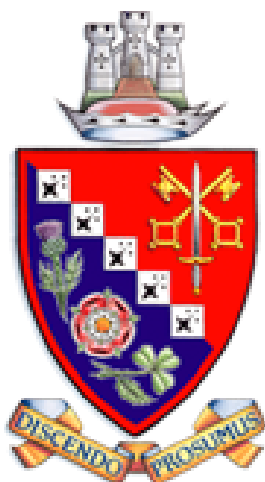


St Peter's Church of England Aided School



Homework Policy

**This policy was adopted by
the Provision Committee on 26 January 2021**

Date of next review: January 2024

**Unique Policy No: 19
Responsible Committee: Provision
Responsible SLT: Martin Burt**



Bible Verses on which our Vision and Mission Statements are founded

Habits for Character

So here's what I want you to do, God helping you. Take your everyday, ordinary life – your sleeping, eating, going-to-work, and walking-around life – and place it before God as an offering. Embracing what God does for you is the best thing you can do for him. Don't become so well-adjusted to your culture that you fit into it without even thinking. Instead fix your attention on God. You'll be changed from the inside out. Readily recognize what he wants from you, and quickly respond to it. Unlike the culture around you, always dragging you down to its level of immaturity, God brings the best out of you, develops well-formed maturity in you. (The Message Romans 12:1-2)

Opportunities for All

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. (NIV, 1 Peter 4:10)

Personal Responsibility

So let's do it – full of belief, confident that we're presentable inside and out. Let's keep a firm grip on the promises that keep us going. He always keeps his word. Let's see how inventive we can be in encouraging love and helping out, not avoiding worshipping together as some do but spurring each other on, especially as we see the big Day approaching. (The Message, Hebrews 10:24-25)

Excellence

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving. (NIV, Colossians 3:23-24)

Finally brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things. (NIV, Philippians 4:8)

St Peter's CofE Aided School
Vision and Mission Statements



Vision Statement – what we **aspire** to be:

Life to the full for everyone
Developing character and bringing HOPE through wisdom, courage, compassion, and community.

Mission statement – what we **actually do**:

Our passion for educating the whole character is supported by our **Principles of HOPE**.

We aspire to enable every member of St Peter's to be able to say, *"People believe the best of me here. I am safe. I take considered risks in order to learn and grow. I bring the best of me to St Peter's and serve others to live the best life they can too."*

Our **Principles of HOPE** are the means by which we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide **HOPE** to everyone in every situation. **Our Principles of HOPE** are embedded into our daily life and our long-term aims so we enable all to live *'life to the full'* and become the best well-rounded characters they can.

Principles of HOPE:

- Habits for Character
- Opportunities for all
- Personal responsibility
- Excellence

Habits for Character

Every day we aim to develop the whole character of every member of our community. **The St Peter's Character Compass** describes the **habits for character that support excellence in learning and** positive character development in all contexts. Using **habits for character** helps everyone to be the best they can be through:

- H1 Performance and progress of Learning and Teaching
- H2 Responding positively to high quality feedback

Opportunities for all

Every day, we provide targeted, ambitious, planned and flexible **opportunities for** everyone to be the best they can be through:

- O1 Curriculum and extra-curricular provision
- O2 Leadership opportunities

Personal Responsibility

Every day, everyone takes **personal responsibility** to:

- P1 Create an environment in which everyone can live life to the full
- P2 Work positively with all stakeholders and external organisations.

Excellence

Every day, everyone contributes **excellence** in learning and behaviour in order to create a safe and inspiring learning environment. To do this we:-

- E1 Communicate respectfully and clearly in a timely way
- E2 Provide systems and partnerships that focus upon enabling **excellence**.

1. WHY SET HOMEWORK? WHAT IS THE VALUE?

The setting of homework in secondary schools is a hotly contested area and one by which parents in particular often judge the quality of a school. Extensive research demonstrates that the setting of homework has largely positive effects on student learning, leading to on average **five months' additional progress**.

However, there are some important moderating factors to take into consideration.

Below are excerpts from **Visible Learning by John Hattie**, which analysed over 800 meta analyses of educational research. The studies into homework highlight the following findings:

“Task oriented homework had higher effects than did deep learning and problem solving homework. It is likely that this interaction is because of the importance of the teaching cycle to ensure appropriate learning, feedback and monitoring (especially for deeper learning), whereas rehearsal of basic skills (surface knowledge) can be undertaken with minimal teacher supervision.”

Cooper, Jackson, Nye and Lindsay, 2001

“Homework involving higher level conceptual thinking, and project based was the least effective.

They warned against homework that undermined a student’s motivation and that led to the student internalizing incorrect routines, and they favoured short, frequent homework that was closely monitored by the teachers. ”

Trautwein, Koller, Schmitz and Baumert, 2002

“Prescribing homework does not help students develop time management skills – there is no evidence this occurs.”

“Homework in which there is no active involvement by the teacher does not contribute to student learning, and likewise the use, or not, of technologies (such as distance learning) does not show major effects on learning if there is no teacher involvement.”

“Parent support for autonomous student behaviour showed a positive relationship to achievement, whereas direct instructional involvement showed a negative relationship”

Visible Learning, John Hattie

Education Endowment Foundation Toolkit (EEF)

Using the research findings, the EEF made recommendations for schools when creating homework policies and guidelines.

1. **Planned and focused activities are more beneficial than homework which is more regular but routine, or not linked with what is being learned in class.**
2. **It should not be used as a punishment or penalty for poor performance.**
3. **A variety of tasks with different levels of challenge is likely to be beneficial.**
4. **The quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.**
5. **Homework is more effective when a clear learning purpose has been made clear to students (e.g. to increase a specific area of knowledge, or fluency in a particular area).**

Short and Focused

Homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some studies showing up to eight months' per year positive impact on attainment.

Routinely Setting

There can be up to **two to three months' progress** on average per year, if homework is more routinely set (e.g. learning vocabulary or completing problem sheets in mathematics every day).

Studies imply that there is an optimum amount of homework of **between 1 and 2 hours per school day** (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases.

2. AIMS OF HOMEWORK SETTING AT ST PETER'S

To ensure homework is as effective as possible and makes a positive difference to student outcomes homework should:

1. Enable learners to practise and consolidate basic skills and learning habits from the taught curriculum
2. Be directly connected to a specific aspect of learning, linked to the curriculum
3. Provide different levels of challenge / choice
4. Have a clear purpose that identifies the specific area that homework will develop (e.g. consolidation of a certain skill, to improve understanding, research a topic prior to the lesson)
5. Be high quality activities that receive timely feedback
6. Have active involvement from the teacher, even when technology is involved such as online activities, tests or research
7. Be completed autonomously by students, with appropriate support from parents and carers
8. Encourage students, parents and carers to discuss their education together at home
9. Allow students adequate time to pursue out-of-school learning

3 HOW WILL WE ACHIEVE THESE AIMS?

In order to meet the requirements above, the type of homework, the frequency with which it is set and the feedback provided to students will all play an important part in making homework a valuable part of curriculum provision.

3.1 Frequency of Homework

Allowing flexibility for teachers to set homework ensures that homework activities are higher quality, purposeful and relevant to curriculum provision.

“The quality of homework is more important than the quantity.”

Education Endowment Foundation

Setting of homework is monitored by Tutors and Subject Learning Leaders during tutor time, learning walks and through work scrutiny. In addition Heads of Year and Senior Leaders monitor the setting of homework periodically during lesson visits and lesson observations.

The frequency with which homework is set and the amount vary according to the curriculum hours of subject areas. **The following therefore are the minimum expectations as to how often, and how much homework each subject is expected to set.**

Core subjects - English, Maths, Science in years 7 & 8

The minimum amount of homework we would expect from the core subjects should be four times within each half term. Each homework piece should be planned to take approximately half an hour to complete. It is possible to set fewer, longer homework tasks in the form of a focused project but the overall time allocation would be the same.

In English, we place huge value on wide reading, and expect students to read at home as a significant part of their homework.

Foundation Subjects – MFL in years 7 & 8

The minimum amount of homework we would expect from the foundation subjects should be four times within each half term. Each homework piece should be planned to take approximately half an hour to complete. It is possible to set fewer, longer homework tasks in the form of a focused project but the overall time allocation should be the same.

The setting of short, frequent, task-oriented homework would be appropriate for Languages. This might take the form of learning vocabulary regularly over a short period of time.

Focused project-based work that connects to a specific element of learning would also be appropriate in Languages.

All other Foundation subjects in years 7 & 8 (excluding Citizenship, PSHE & Mental Health and Well-Being and PE)

Homework should be set twice within each half term. Each homework piece should be planned to take approximately half an hour to complete. It is possible to set fewer, longer homework tasks in the form of a focused project but the overall time allocation should be the same. Longer project work is encouraged in the foundation subjects wherever possible.

Homework in years 9, 10 & 11

The homework load in years 9, 10 and 11 will vary depending on the course a student is following. The majority of students should do between four and five hours a week and this may include revision as well as use of workshops and preparation for controlled assessments done in school time. Each GCSE-equivalent subject should set homework **at least fortnightly**, each piece taking approximately one hour to complete.

3.2 Types of Homework

Short Task-Focused Homework

- Learning vocabulary in Modern Foreign Languages
- Consolidation of Maths through short tests / questions
- Resourcing ready for the next lesson
- Reading for pleasure or reading a section of a core text
- Reviewing notes made in class
- Using web-based learning resources (e.g. GCSE Pod, My Maths...)

Focused Project Homework

Focused Project Homework refers to activities that take more than one week to complete but are directly related to learning in class. For Focused Project Homework to be effective regular feedback on student progress should be provided to avoid students internalizing incorrect routines.

Examples of Focused Project Homework could include:

- A History project exploring World War 1 trenches – building a model of a trench
- An Art project analysing the work of focussed artists to better understand the cultural influences as well as how it was created
- Keeping a food diary for Design & Technology to examine modern lifestyles and diet
- Creating a model of a cell for Science – by any means!

3.3 Recording Homework

Students should record their homework in their school planner. It is a student's responsibility to make sure the homework is accurately recorded.

Homework Club

There is a weekly homework club at lunchtimes that supports learners in the completion of their homework. Students have access to a range of computers as well as support staff who are on hand.

3.4 Feedback on completed Homework

- Completion of homework is regularly monitored by tutors and teachers.
- Students should write clearly at the end of each homework activity how long they spent completing it.
- Regular shorter homework activities will receive timely feedback (see below). When possible this will be within one week of completion and hand in.
- Project-based homework will be collected on the due date, with timely feedback provided which values the student and their learning.
- Staff are encouraged to use lesson time to celebrate successful homework contributions and make connections between the work and the topics learnt in class.

Types of Feedback

Oral Feedback

This works best as a formative conversation about learning either with peers or with the teacher. Such a conversation will promote a growth mindset and curious questions that will enable the learner to progress their learning.

Written Feedback

This works best in exactly the same way as oral feedback. Please refer to the Marking & Feedback policy for detailed guidance on the best ways to maximise progress through feedback.

Self-Feedback

For this to be successful students need to be fully aware of the learning intentions and also the success criteria for the activity. It is best used when well supported and structured by the classroom teacher. This involves using the learning-habit language and a range of techniques that are strategically used to enable students to take increasing responsibility for their learning and progress.

Peer-Feedback

This works in the same way as for self-feedback. Strong peer-feedback can form a solid basis for self-feedback.

4. Non-completion of Homework

Non-completion of homework may impact on grades, references and opportunities to access future courses as well as current setting arrangements.

Failure to complete homework for the agreed deadline will usually be dealt with by the professional judgement of the classroom teacher in the first instance. The teacher may negotiate an extended deadline or request that the work is completed at a departmental

detention. It is the responsibility of each student to ensure that homework tasks are completed and handed in on time.