



The de Ferrers Trust

Homework Policy

Author:	Mary Hall (Pingle Academy), Andy Jones (de Ferrers Academy) & Scott Friswell (Granville Academy)
Approval needed by:	Trust Principals
Adopted (date):	01/09/2020
Date of next review:	01/07/2021

HOMEWORK POLICY

What does the research tell us about homework?

At (insert) Academy we subscribe to Sherrington's (2019) belief that the learning journey does not only take place during lessons. Lessons are building blocks, successful students do not stop thinking when the bell goes; lessons are just part of the flow: building schemas, exploring ideas, practising. Teachers have an important role in setting up activities for students so this 'between lessons' time is used as constructively as possible.

Research conducted by John Hattie has suggested that at primary school level homework itself may not show enhancements in academic progress, but perhaps the routine for students and parental engagement with the school is enhanced by the setting of homework. At secondary school level however, homework has been proven to benefit students academically, and when homework is well planned and linked directly to classroom learning it has been shown to increase student progress by up to five months (EEF toolkit) and have an 'excellent' effect on the students' attainment (Hattie 2009).

Overall aims of homework

- To provide opportunities for practising and developing knowledge and skills that have been learned in class.
- To develop students' capacity for independent learning.
- To promote self-confidence and self-reliance.
- To involve parents/carers in the learning process.

Students will be set homework every week for every subject that they study

(Insert) Academy has a knowledge based curriculum and for knowledge to 'stick' it must be learned and tested regularly. Our students have knowledge organisers that detail the core knowledge that a student will need to know, understand and be able to recall to be successful in each subject that they study.

Types of homework

Students will be set two types of homework:

Type A

Practice and consolidation of knowledge; predominantly using knowledge organisers.

Type B

Homework tasks set by the class teacher that build on the content taught in lessons and are mapped out as part of the curriculum. These will require open ended responses from students, allowing them to develop their critical thinking and creativity skills.

The types of homework a student receives from each subject will alternate each week.

HOMEWORK EXPECTATIONS AND SCHEDULE

KEY STAGE 3		
Homework	We expect students to spend a minimum of 30 minutes doing homework tasks for each subject each week.	
Reading	We expect students in Year 7 -9 to spend a minimum of 30 minutes reading via wider reading	
To ensure that students receive varied types of homework during each week, subjects should follow the allocated weeks below for setting type A homework (type B homework will be set the following week). Individual Academies will specify dates for each week.		
Year Group	Week	Type A
7	1	English, MFL, History, Geography, ICT, RE/Values/PSHE/Ethics/Social Sciences
7	2	Mathematics, Science, Art, Music, Drama, Design & Technology, PE
8	1	Mathematics, Science, Art, Music, Drama, Design & Technology, PE
8	2	English, MFL, History, Geography, ICT, RE/Values/PSHE/Ethics/Social Sciences
9	1	English, MFL, History, Geography, ICT, RE/Values/PSHE/Ethics/Social Sciences
9	2	Mathematics, Science, Art, Music, Drama, Design & Technology, PE

KEY STAGE 4		
Homework	We expect students to spend a minimum of 1 hour completing both Type A and Type B homework tasks for each subject each week.	
Reading	We expect students to spend a minimum of 30 minutes reading per via wider reading	
Year Group	Week	Type A
10	1	Mathematics, Science, Option subjects
10	2	English, MFL, History, Geography, ICT, RE/Values/PSHE/Ethics/Social Sciences
11	1	English, MFL, Humanities, Values/PSHE/Ethics/Social Sciences
11	2	Mathematics, Science, Option subjects

Teachers will use retrieval activities during the 'do now' part of their lesson to help monitor the completion of Type A homework and ensure that students are striving to reach a level of automaticity within the subject.

Key Stage 5 (de Ferrers and The Pingle academies)

Students in Sixth Form should expect a homework load approximately equivalent to one hour for every hour spent on a subject in the academy. The tasks will be wider ranging, including the use of knowledge organisers, research, writing up notes and producing essays, etc, however, and submission deadlines more flexible. Opportunities for private study exist during the academy week for all students. Teachers should inform students in their classes when they will be setting homework as indicated by the homework timetable and students.

All stakeholders at (insert) Academy have a role to play to ensure homework is effective, improves student progress and aids the overall goal of allowing the young people in our care the opportunity to fulfil their potential.

Role of Learner:

- Record all homework in their student planner.
- Check SIMs Parent App/Milk daily for homework that has been set and plan to meet homework deadlines.
- Work hard to complete all homework tasks on time and to the best of their ability.

Role of Teaching Staff:

- Use the SIMS App/MILK to set homework.
- Track and monitor homework task completion.
- Follow up incomplete homework using the academy policy, contact parents/carers and log on SIMs.
- Highlight examples of excellent homework and celebrate this success with students and parents/carers.

Role of Directors (Heads of Faculty) of Learning:

- Monitor and evaluate the effectiveness of homework within their faculty.
- Support teachers/students and parents/carers with homework concerns.
- Ensure that the academy policy is put into practice.

Role of Tutor, Head of Year (Progress Leaders) and Academic Mentors:

- Inform subject teachers of any circumstances that might be affecting a student's ability to complete homework tasks.
- Work with students and families who are having difficulty using the SIMs Parent App (Milk) or completing homework tasks.

Role of ALT/LT:

- Monitor and evaluate the implementation of the academy policy on homework for the curriculum areas which they line manage.
- Reinforce the importance of homework during assemblies, Parents'/Carers' Evenings and any additional contact with stakeholders in our community.
- Provide information for parents/carers on how they can support learning at home as well as encouraging them to be involved in this part of their child's learning.
- Contact parents/carers when required.

Role of parents/carers:

- Speak with their child regularly about their learning and discuss the importance of completing homework tasks.
- Login to SIMS Parent App/Milk regularly, to monitor the homework that has been set for their child.
- Familiarise themselves with their child's knowledge organiser and take an active role in talking to the child about the knowledge they need to retain.
- Provide a suitable environment in which learning can be completed.
- Contact the academy if their child is having difficulties with homework or if there are extenuating circumstances that would prevent the completion of work at home.
- If their child is absent, ensure that they catch up with any incomplete classwork.
- Respond to any communication they receive regarding their child's failure to complete work outside of the classroom.
- Ensure their child engages with and completes remote learning activities to a good standard.