

Psalm 6: Verses 5-6

Yes, my soul, find rest in God; my hope comes from him

Truly he is my rock and my salvation; he is my fortress, I will not be shaken.



Homework Policy

Authors:

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Assistant Principal

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1. Introduction

Our Academy Vision is “Living Well Together with Dignity, Faith and Hope. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

2. Definition and Scope

Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. It includes ‘homework clubs’ (work in school but outside of school hours) and ‘flipped learning’ (preparation at home for classroom discussion and application tasks).

For the avoidance of doubt it does not refer to home (or remote) learning which takes place **in lieu of** physical lessons in the event of a full or partial closure of school.

3. Research basis and the ASAD context

Academic Progress

The balance of evidence shows that the impact of homework is five months’ additional [academic] progress¹. It also notes that underlying this there is a wide variation in potential impact depending on the quantity and quality of homework set.

Broadly the principles coming though from the research on maximising academic attainment through homework at secondary school are as follows

- Homework should be integral to, and fundamentally connected with the regular learning in school
- For this impact to be sustained, there needs to be feedback on homework set
- More than 2.5 hours per day of homework is likely to have diminishing returns
- Planned and focussed activities are more beneficial than homework which is ‘routine’
- The purpose of the homework should be made clear to students
- A variety of tasks with different levels of challenge is likely to be beneficial
- Homework should not be used as a punishment

¹ EEF Secondary Toolkit - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/>

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Personal Development

The Academy considers student's personal development as a complement to, and as important as academic performance. It is trying to develop the following skills and virtues among our students.

Table 1

Skills ²	Virtues
Listening	Friendliness and Civility
Speaking	Self-mastery
Problem Solving	Justice and truthfulness
Creativity	Good speech
Staying positive	Courage
Aiming high	Stillness
Leadership	Gratitude
Teamwork	Good temper and good humour
	Good sense
	Generosity
	Compassion

It is therefore intended that we reflect these skills and virtues in the way homework is designed, communicated and, where possible, in the way feedback is provided.

High Expectations

The Academy has high expectations of all students. This will be reflected in the way homework is set, and the expectations for students around completion.

Ofsted

Ofsted do not mandate or direct on homework. They have said 'it is up to schools to decide whether it is age-appropriate, in-line with their policy' and that 'inspectors do not assess homework as part of their inspections'.³

Homework as a contributor to anxiety

All Saints Academy is fully aware of the research by Kralovec and Bull (2000) and Kohn (2006) who argue that homework can lead to meltdowns, tears and slammed doors'. They argue, separately, that it can create anxiety, limit learning, and disengage overloaded pupils.

Teacher workload

Teachers work hard, regardless of whether they set and mark homework. Staff wellbeing must be a relevant consideration in the development of practices and policies relating to homework.

Faith Ethos

As referenced in the introduction, the Academy's Christian faith ethos guides its core decision-making. Homework provides students with the opportunity to consolidate their learning. It will support them to develop stronger knowledge, equip them for success and provide an opportunity to take charge of their own personal growth. These ingredients are essential for them as they become adults and take their place as responsible citizens.

² The skills are adopted from the skillsbuilder framework – a universal global framework for the development of skills among secondary school children

³ John Roberts, TES, Sep 2019 - <https://www.tes.com/news/ofsted-defends-removing-homework-school-inspection>

4. Overarching principles

Considering the above research and the Academy's context the following principles will underpin homework at the Academy.

Homework should

- Relate to on-going classroom work or support revision/retention of prior classroom work
- Allow students to demonstrate individual initiative and creativity
- Promote the Academy's chosen virtues and skills
- Be varied and manageable
- Be designed to impact positively on student motivation
- Be expected to be completed
- Attract positive recognition when work is done and effort is expended
- Be used to connect parents with education, give students routine, and create good habits.
- Follow the schedules outlined in the year group homework booklets.

5. Homework booklets

Homework topics and dates to be set are planned out in advance in year group booklets that are provided to students at the start of the academic year. These have been designed to enable students to revisit and revise their learning from the previous academic year. For example, Year 11 students will be set homework in September that is based upon the topics that they studied in Year 10. Homework is designed to be set in the same way for all other year groups. This design is beneficial for all students as it enables them to draw upon their prior knowledge and carry this through with them into future years. In addition to this, it is important to remember that the GCSE courses are designed to assess two years' worth of content at the very end of Year 11. By revisiting Year 10 topics in Year 11, it assists students with their recall of the earlier topics in their GCSE courses.

6. Typical Homework Allocation by subject

Year 7 - 11

The below is an **indicative guide** of how much homework should be expected to be done, in hours per week. Naturally this will vary, but this provides guidance to students, teachers and parents around the expectations.

Homework summary table (Table 2)

	Y7/Y8	Y9	Y10	Y11
Hours Per Subject (per week)	0.5	1	1-1.5	1-2
Hours Per Night (total)	1 for four nights a week, and 0.5 (30 mins) for the fifth	Average of 2 for four nights a week	Average of 2 for five nights a week	2 for four nights, 3 for the weekend + revision tasks
Hours Per Week (total)	4.5	8	10	11
Additional Revision	N/A	Can be gradually introduced	Should increasingly be set	Should be set routinely by all subject teachers

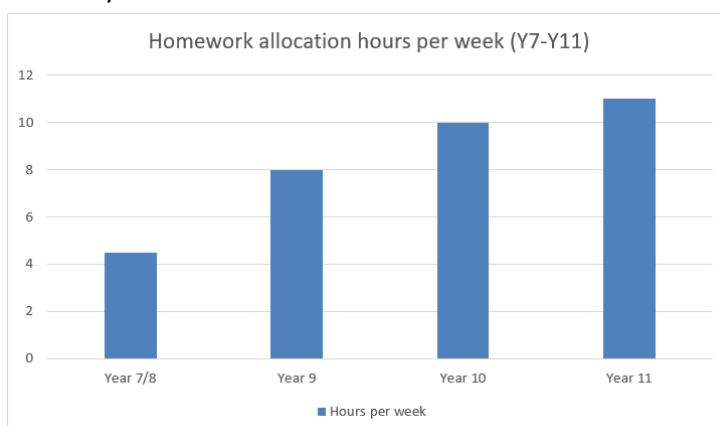
At All Saints Academy, the aim is to build the skills and virtues of students as they progress through the school. This is reflected in the gradual approach to building of expectations as they get older. In Year 7 and Year 8 students have 4.5 hours of homework per week with this increasing in Year 9 to 8 hours per week. We also operate a homework timetable for the lower school to help students with their planning and organisation. In the upper school students are expected to take on 10 hours per week of homework from Year 10 and to take charge of their own organisation. In Year 11, this increases to eleven and we expect students to routinely

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complete additional revision beyond this.



**Table 3: Homework
11 (2022-2023)**

timetable for Years 7-

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Maths MFL Computer Science	Art English	Arts x 2 Science	Geography History	Music RS
Year 8	English Science Art	Maths History RS	MFL Arts x 2	Music Computer Science	Geography
Year 9	Geography Arts x 2	English History	Maths MFL Music	Science Computer Science	RS Art
Year 10	Maths Physics	English Biology	Option A History / Geography	Option B RS	MFL Chemistry
Year 11	Option B MFL	English Physics	Chemistry RS	Biology Maths	History / Geography Option A

Year 12 and Year 13 - Sixth Form

At Sixth Form, students are typically timetabled for 4 x 1 hour lessons for each of their three subjects – totalling 12 hours in total. Students should spend **a minimum** of the same amount of timetabled time (i.e. 12 hours) on their academic work, as they do in class.

In addition, teachers of Sixth Form will encourage students to participate in flipped learning activities, and wider reading as well. Therefore, beyond the minimum expectation of 12 hours per week outside of timetabled time, students are encouraged to spend further time on their work outside of class. This is essential for success at Key Stage 5.

In Year 13, demands may extend beyond this.

7. Practicalities

Typically, teachers will

- Ensure all homework set is logged via Edulink so parents/carers can see what is being set, and support their children accordingly

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- Set homework using a variety of online tools. Showbie is one of the most common school-wide tools which teachers use for homework. Other tools are referenced in Part 7 of this policy.
- Provide adequate time for students to complete the homework
- Make expectations clear to students in relation to the homework tasks being set
- Explain the benefits to students of completing the homework that is being given
- Feedback to parents and carers, as appropriate, in relation to homework which is being done
- Provide opportunities for students to ask questions if they are stuck.

The Academy will always be on hand to offer support. Parents are encouraged to liaise with their student's tutor in the first instance where there are challenges which cannot be readily resolved by a subject teacher. Further problems should be escalated to the Quality of Education team when necessary.

When capacity allows, a homework club (whether physical or virtual) will be available to support students to complete their homework in school.

8. Types of task

It is expected that different subjects will take different approaches to homework, and that is to be expected. Broadly, we expect all tasks to fall into one of the following four categories

Knowledge testing – Sections of content provided to students to learn ready to be tested in the next lesson with feedback being live at the time of the knowledge test in the lesson. This might be on an online platform such as Quizlet, Socrative or Nearpod.

Consolidation questions – a set of questions linked to the content from the lesson designed to reinforce and consolidate understanding.

Retrieval Practice – A task or questions specifically designed to get students to recall content from further back in the unit. Again, this may be via an online tool such as Quizlet, Socrative or Nearpod.

Independent learning/research task - This is subjective, therefore it is important students are aware of the broad assessment criteria for the task so feedback can be provided.

9. Marking and Feedback

It is important that teachers check homework is completed and provide feedback on completed work where appropriate, but there is no specific direction on how this is done as it will vary by subject area and task set. Directors of Learning/Subject Leads should consider carefully how the feedback provided in their subject will be useful to students and sustainable in terms of teachers' workload

Ideas for sustainability, as it relates to marking homework, may include

- Alternating between 'easy-mark' or 'digital-mark' tasks which are very easily or automatically checked/marked and 'deep marked' activities which require more input from teachers
- The balance between how much classwork and how much homework is marked
- Mark work against specific criteria (e.g. a particular skill), even though there may be many criteria which could be marked
- Common errors – rather than providing detailed feedback to every student, go through a piece of work in detail via 'common errors' in class which will then supports all students to improve
- Subject-specific information is included in Part 10 of this policy

10. Quality Assurance

The purpose of the quality assurance mechanism is to ensure homework is being set and fed back upon which supports the personal and academic development of the young people at All Saints Academy.

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Directors of Learning/Subject Leads will design a feedback mechanism within their faculties which

- (a) samples the **quality and type** of homework set in each subject in both the upper and lower school on a termly basis.
- (b) samples the quality, quantity and utility of **feedback** given in both the upper and lower school, on a termly basis
- (c) verifies that homework is set **in accordance with the homework timetable and is logged on EduLink**
- (d) verifies that issues relating to non-completion are being followed up appropriately

Directors of Learning will then report termly to SLT on the quality of homework in their faculty on the basis of their feedback mechanism.

SLT will also talk with students, and may conduct additional reviews as necessary.

11. Subject-specific information

Subject teachers and Directors of Learning, will broadly adopt the approach below. However, they do have the freedom to occasionally make variations where it is in the best interests of the students and as long as they are in keeping with the overarching principles in section 4 above

Languages Faculty (English and MFL)

	English	MFL
Y7 & Y8	A flipped learning piece should be set once per week, e.g. a podcast, newspaper article. This will be posted to students online. There will be an expectation students come to the lesson prepared to discuss. Teachers are expected to undertake rigorous questioning to ensure this is the case, and follow up appropriately where students clearly have not engaged.	One learning piece per week (vocabulary, conjugation or grammar) which may be checked through a short test OR one productive, receptive or research (flipped) piece per week. If research-based/flipped, then there will be an expectation students come to the lesson prepared to discuss.
Y9	A weekly extended piece of writing will be set based on the GCSE exam criteria for either Language or Literature.	As Y7-Y8 but there will be two pieces set per week.
Y10 & Y11	A weekly extended piece of writing will be set based on the GCSE exam criteria for either Language or Literature.	One learning piece per week (vocabulary, conjugation or grammar) which may be checked through a short test AND one productive, receptive or research (flipped) piece per week. Where research-based/flipped then there will be an expectation students come to the lesson prepared to discuss.
Sixth Form	At the discretion of the subject teacher, amounting to a minimum of four hours per subject per week.	N/A

STEM Faculty (Science, Maths, ICT, Computer Science)

	Maths	Sciences	Computer Science	ICT
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Y7 & Y8	One piece of work per week focussing on content learned in the curriculum.	One piece of work per week focussing on content from the curriculum. Online resources typically include Educake or learning deep mark exercise.	One piece of work per week focussing on content learned in the curriculum.
Y9	One piece of work per week focussing on content learned in the curriculum.	One piece of work per week focussing on content from the curriculum. This may take the form of an online homework using Educake or a deep mark exercise. Biology, chemistry and physics will be covered by the homework on a rotating basis.	One piece of work per week focussing on content learned in the curriculum.
Y10 & Y11	One piece of work assigned to cover revision or content taught in lessons. Usually past exam questions are used or whole past papers.	One piece of work per week from each science. The homework will focus on content from the curriculum. This may take the form of an online homework using Educake or a deep mark exercise.	N/A One piece of work per week focussing on content learned in the curriculum.
Sixth Form	At the discretion of the subject teacher, amounting to a minimum of four hours per subject per week.		N/A

Social Sciences (Religious Studies, History, Geography, Psychology, Sociology, H&S Care)

	Religious	History/Geography	Psychology/Sociology/HS Care
Y7 & Y8	One piece of work per week focussing on the reading / retrieval aspects of the curriculum	One piece of work per week focussing on the reading / retrieval aspects of the curriculum. We use a variety of tasks such as Seneca learning and homework menus to facilitate this learning.	N/A
Y9	One piece of work per week focussing on the reading / retrieval aspects of the curriculum	One piece of work per week focussing on the reading / retrieval aspects of the curriculum. We use a variety of tasks such as Seneca learning and homework menus to facilitate this learning.	N/A
Y10 & Y11	One short piece per week which should either reinforce learning or stretch and challenge students' thinking. It may involve learning, and may be checked with low stakes testing at the start of the next lesson. We use a variety of tasks including extended writing tasks as students build their exam technique.	One piece per week which should either reinforce learning or stretch and challenge students' thinking. It may involve learning, and may be checked with low stakes testing at the start of the next lesson. We use a variety of tasks including Seneca learning, extended writing tasks for exam questions.	HS Care (BTEC) – ongoing research for completion of portfolio Psychology - We use a variety of tasks including Seneca learning, extended writing tasks for exam questions. Business - We use a variety of tasks including Seneca learning.

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Sixth Form	At the discretion of the subject teacher, amounting to a minimum of four hours per subject per week.	At the discretion of the subject teacher, amounting to a minimum of four hours per subject per week.
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Arts (Dance, Drama, Art, Design Technology, Hair and Beauty, Textiles, Photography, Graphic Design, Music, Food, PE)

	Music	Dance	Drama	PE/Sport (incl. Diploma in Sport)	Art	Food
Y7 & Y8	Extra-curricular clubs and rehearsals make up the bulk of the homework. At times students will be required to do theoretical research tasks.			One piece of work per week focussing on the reading/retrieval aspects of the curriculum	Practical task – once a term	One task per three week topic
Y9	Extra-curricular clubs and rehearsals make up the bulk of the homework. At times students will be required to do theoretical research tasks.			One piece of work per week focussing on the reading/retrieval aspects of the curriculum	Practical task – once a term	One task per three week topic
	KS4 Option Subjects					
Y10 & Y11	Research and Practical depending whether NEA or exam content. Often homework is set via Showbie/other digital tools including Quizlet, GCSE Pod.					
Sixth Form	Research and Practical depending whether NEA or exam content. For every hour spent in a lesson the expectation is that students will spend another hour at home doing set work, reading or preparing for the next lesson.					

12. Sanctions

The aim is for homework to support learning, and not to be used as a punishment. In order to develop high expectations of pupils and emphasise the importance of homework as a way of developing skills, virtues and academic progress – a sanction will apply to students if they fail to complete homework without a valid reason

In Years 7-11, a **B1 will be set for a first offence and a subject based detention will be issued** (within that subject and that term) of a failure to complete homework. If a subject teacher feels it appropriate or necessary, they may contact home to attempt to resolve the issue at this stage.

A second offence in the same subject and academic term will attract a B2, a student being placed on a tutor report and contact with home to resolve the issue. The time spent completing the B2 will be used for the homework to be completed.

Directors of Learning should centrally log homework issues and periodically discuss them at their curriculum meetings.

13. Rewards and Recognition

Completed homework should be a basic expectation, but should still attract positive recognition by staff. Where

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students have gone over and above the minimum expectations and demonstrated very high levels of effort or quality or both, staff should use the achievement system to reward as appropriate. Other tools, i.e. referring to the student's tutor, calling or e-mailing home, etc. should be employed as well.