

HOMEWORK POLICY: Contact Person: **Mr S. Williams**

Research findings

In a review of research on the effectiveness of homework the Education Endowment Foundation report that:

- *Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better.*
- *Planned and focused activities are more beneficial than homework which is more regular but may be routine or not linked with what is being learned in class.*
- *Homework should not be used as a punishment or penalty for poor performance.*
- *A variety of tasks with different levels of challenge is likely to be beneficial.*
- *The quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.*
- *the purpose of homework is made clear to children*

<https://educationendowmentfoundation.org.uk>

In an extensive international study on what factors impact on pupil achievement John Hattie ([Visible-Learning.org](https://visiblelearning.org)):

*“Warns against homework that undermines a student’s motivation ... and favours short, frequent homework that is closely monitored by teachers.
Effects were highest when homework involves rote learning, practice or rehearsal of the subject matter.”* (Hattie J, Visible Learning, 2009)

At Wadebridge School, regular homework is seen as an important part of the learning process in helping young people develop the skills of independent study essential for effective exam preparation. It is our policy that homework is set regularly. We believe that homework helps:

- to encourage students to develop the practice of independent study;
- to develop perseverance and self discipline;
- to reinforce what is learned in the classroom;
- to allow and encourage the use of materials and resources not available in the classroom;
- to enable classwork to concentrate on those activities requiring the teacher’s presence;
- to enable more rapid progress to be made;
- to involve parents and other members of the community in pupils’ work.

Homework will usually be closely integrated with classwork, although freestanding research-based projects may also be set. It will always have clear curricular objectives and may satisfy any one (or more) of the objectives listed above. Homework opportunities will be identified in departmental Schemes of Work and the tasks used will be differentiated to match the age and abilities of the pupils concerned.

There are many different types of homework activity. Some homework will require a written response and will be assessed in accordance with the School’s Assessment Policy. Other homework may not involve any writing but may require, for example, reading; learning spellings and vocabulary; researching online or in a library; preparing for a class discussion, watching a You Tube clip, completing an online task, preparing for an assessment in class.

Frequency and duration

Pupils should be set **no more than** one piece of homework for each subject per week and should always be given several days to complete it. Some teachers will set small tasks to do each week designed to take between 20 and 30 minutes. Other subjects may set extended home learning projects with deadlines many weeks in advance, although these should be broken down into smaller, more manageable tasks. As a general rule pupils in Years 7 and 8 should not spend more than an hour doing homework in any one day; as they get older students may find that this time increases depending on the demands of the courses they are following.

Monitoring

All homework set will be recorded by the relevant class teacher on Show My Homework (<https://wadebridgeschool.showmyhomework.co.uk>), all learners will be provided with a login. Members of the Senior Leadership Team, Curriculum Area Leaders and members of the relevant Key Stage Teams will monitor the setting of homework using the facilities within Show My Homework and looking at students' work. Classroom activities will build on homework and where pupils have completed some independent study this will be acknowledged and rewarded. Where students don't extend their learning in terms of independent study then teachers or Curriculum Area Leaders may contact parents to offer support to engage learners in this process.

The Role of parents

We ask that parents regularly discuss homework with their son/daughter and are provided with a login to Show My Homework to help with this. It is the responsibility of the student to ensure that homework is completed and that deadlines are met. Parents can assist enormously by providing a reasonably peaceful and suitable place in which their children can work or, where this is not possible, encouraging and helping students to use the facilities at school (e.g. Lunchtime and after school homework clubs).

Reviewed July 2019 - SW