



Royal Wootton Bassett Academy

Homework Policy

Written by:	DBE
Date ratified:	July 2022, Reviewed December 2023
Next Review Date:	December 2024
Version Number:	7
Reviewed by:	LGB

Related Policies

Feedback policy
Behaviour policy
Literacy Policy

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1. Rationale

At RWBA, homework is viewed as a valuable part of a student's learning. We believe that effective homework can improve learning and help our students to develop lifelong skills. Our aim is for homework to be structured, meaningful and coherent for all concerned. Homework at RWBA should broaden, consolidate, extend or enhance the learning experience, develop organisational and time management skills, encourages students to think, act and take responsibility for their own learning. It should be achievable and finite.

- Setting homework is part of the Teachers' Standards and is outlined in the following way: *'Teachers should set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.'*
- Homework should be used to consolidate learning of the curriculum, deepen understanding and prepare pupils for further study in the future.
- To provide parents with the chance to support their child's progress and engage in dialogue about school experiences

At RWBA, we endeavour to use evidence-informed practice and research in order to provide the most effective types of homework tasks to enhance our students' learning experience.

2. Expectations and Support

Teachers are expected to:

- Plan engaging and structured homework which is embedded in the scheme of learning. Schemes of learning are published on the school website.
- Set homework that is appropriate for the age and stage of pupils;
- Set time aside during lessons for homework to be fully explained and questions answered;
- Allow enough time for the homework to be completed. Homework will not be set with the expectation that it is due in the following day.
- Acknowledge homework that have been completed. Teachers will provide timely and effective feedback on assessed homework. This may involve electronic marking (for example via GCSEPod or Satchel One or Teams) or providing the opportunity for peer assessment or individual reflection on student progress.

Students are expected to:

- Listen to homework instructions in class and check SatchelOne or Teams daily for homework set and deadlines;
- Complete homework to the best of their ability and hand it in on time;
- Communicate appropriately with the class teacher if they are having any difficulties with the work, well before the deadline.

Parents can support by:

- Discussing homework with their child in order to help and encourage them;
- Checking their child's homework when it has been completed – insist on high standards of presentation and remind them of our key question: 'Is it excellent yet?'
- Notifying the school of any issues or problems that may prevent the completion of homework.

Regularity of homework.

- We have an expectation that core subjects will provide one homework per 3 lessons (approx. 1 per week) – where there are shared classes, the subject teachers will liaise to see who may set homework in Week A, and who sets in Week B.

- We have an expectation that non-core subjects in KS3 will set one homework every 3 lessons (approx. 2 per term).
- We have an expectation that option subjects in KS4 will set three homeworks per term (roughly one per fortnightly cycle).

Timings for non-core subjects may be dependent on the assessment timetable and other school calendared events (e.g. S4L days), as well as where the homework falls in the most appropriate place within the delivery of content.

3. Types of Homework

Teachers will set homework through SatchelOne or Teams. Students will be able to check their homework and deadlines by going into SatchelOne or Teams. Parents will receive notification when homework is set via SatchelOne or Teams.

At **KS3**, we expect homeworks to be of the type:

- For literacy in each subject – key word quizzes to match definitions and write sentences with key words in their context.
- To learn to revise effectively – start modelling and training students from Y7 upwards (for example, the homework is to start building up a mind map, or creating a revision resource), particularly with a practice question to be attempted in class as the end point.
- Pre-teaching (reading etc.) at the start of a new topic, with the possibility of a knowledge quiz before and after to gauge impact.

KS4 will build upon KS3 homeworks, but with more emphasis on linking to past paper questions to practice.

Alt Bacc Pupils Homework Tasks

Tasks for these learners will be set in relation to their individualised curricula and determined by requirement to embed prior learning. The exception to this is Alt Bacc pupils who are taking some full GCSEs and with these subjects the usual protocol/procedures apply.

Sixth Form

Homework has a valuable place in Sixth Form learning, embedding knowledge and developing higher order skills, alongside deepening understanding in all subject areas. To that end, students should expect to experience independent learning, directed or non-directed (60:40 ratio) which would usually amount to an hour out of class for every hour in class. The students will be independent in their logging of homework tasks in full.

Extension opportunities for students who wish to challenge themselves more are published on the department's revision SharePoint/Intranet page

4. Time

We will make explicit a **maximum time** that the homework should take. This is to help support students build up skills to approach time-limited questions in examinations.

Based on current good practice and previous DfE guidance, we endeavour to follow this guidance on the amount of time that we would advise our students to spend on their homework or self-directed study.

These guidelines are listed below:

Year 7 & 8: Approximately 4-5 hours per week
 Year 9: Approximately 5-8 hours per week
 Year 10 & 11: Approximately 7-10 hours per week

Students may be expected to undertake a variety of homework activities. These activities will differ depending on the teacher and subject. We would also like to highlight that the guidelines may include self-directed study time which we would encourage our students to undertake on a weekly basis to target and embed their individual gaps in knowledge or skill.

5. Homework: Sanctions

At RWBA, we believe that students should be rewarded for effort and application of their learning at home. That means we will praise continued good effort and reward pupils who apply themselves successfully to the homework set. We will also employ sanctions, where appropriate, for failure to produce what is expected and an opportunity to complete outstanding pieces.

- We require that all homework sets are completed, as these are valid learning activities that are part of the learning journeys. Homework cannot be assessed unless it is handed in.
- We will not immediately issue a detention for non-completion of homework, but to set a Pre-C4 with an extension of 24 hours. Pre-C4s will be tracked to build a picture which may uncover pastoral information.
- We require that homework that is still incomplete after the Pre-C4 and extension is then completed in the detention.

Review

This policy will be reviewed bi-annually, however, when significant changes to the policy are felt to be required, proposals will be presented to the governing body.