



Homework Policy

June 2016

1. Introduction

This policy provides appropriate guidelines which will enable us to maximise the effectiveness of homework.

The Policy covers the following areas:

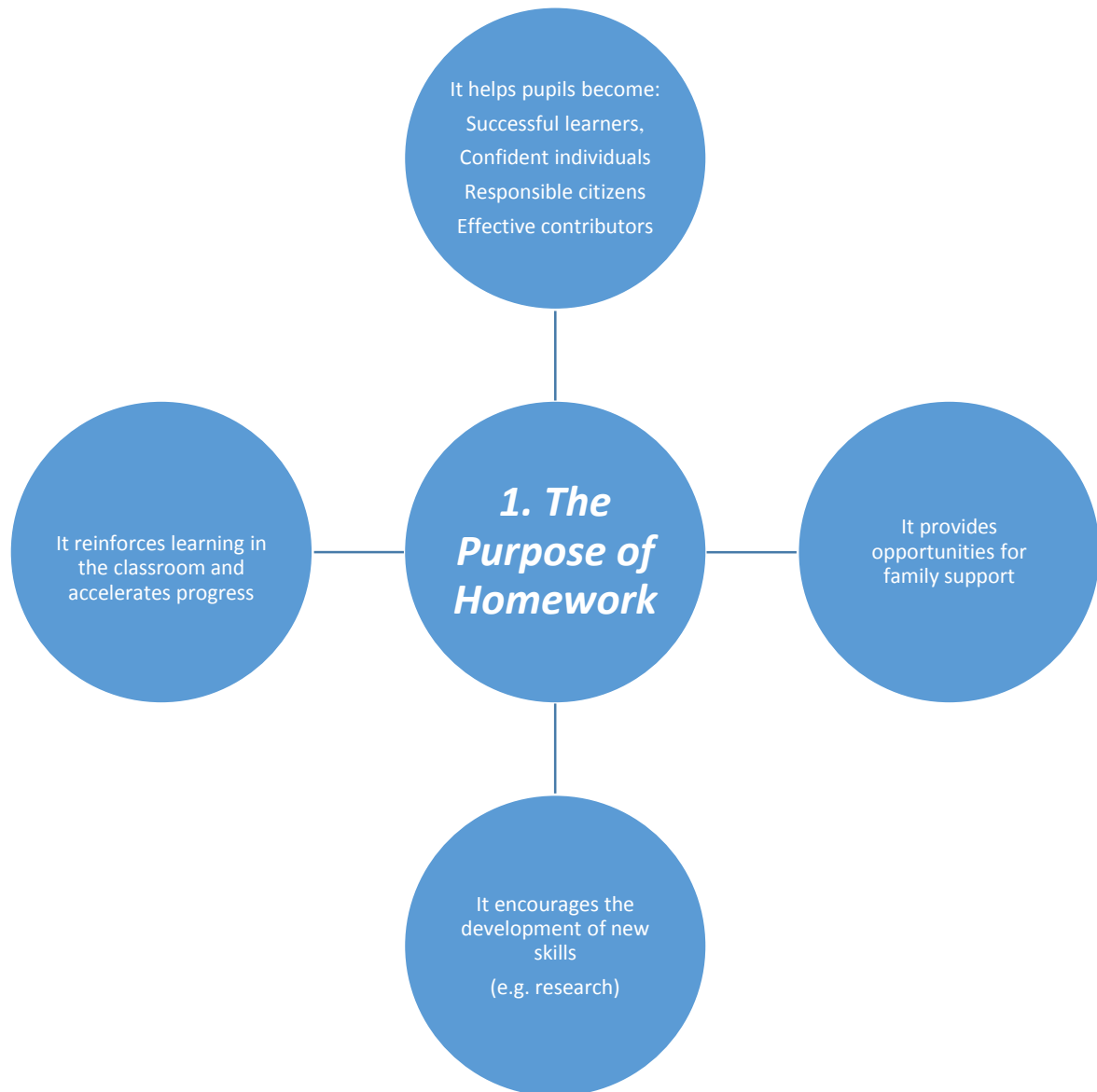
1. The purpose of homework
2. The main features of homework
3. The homework partnership, including Show my Homework
4. Rewards and sanctions

1. The Purpose of Homework

A better name for homework might be “learning out of school”. Children learn a great deal at school and parents can add to that learning by supporting them at home. Homework is learning which children do for themselves, perhaps with the support of parents or other family members such as grandparents or older brothers/sisters. Doing homework is important – it makes a difference to learning, reinforcing knowledge and understanding and developing strong scholarly practices and an independent attitude to study.

Another important feature of homework is that is a key means of setting and maintaining a culture of high expectations within the academy. The best schools reinforce learning and raise standards through a range of means, but always including regular and engaging homework which is valuable to the student and to the teacher in gauging understanding. It is particularly important that **all** students are treated with equally high expectations. Expecting less engagement from any student because of poor prior academic attainment, because of background, especially any disadvantage, or because of poor behaviour in class,

can all reinforce a learner's own negative perception of their abilities and can lower horizons and cement gaps in achievement between some learners and their peers.



2. The Main Features of Homework

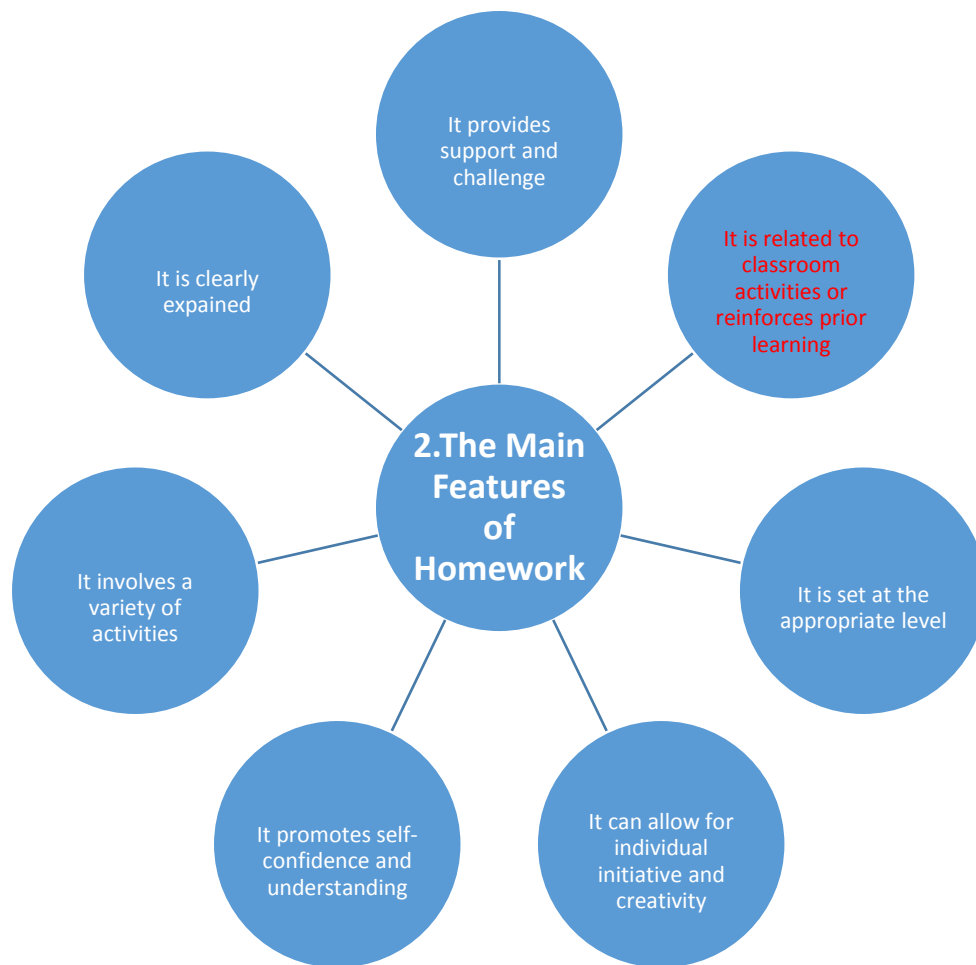
At King Edward VII Academy, our main rule with regards to homework is that **the content, format, and timing of each homework must support progress to expected levels and a depth of understanding or 'mastery' in each subject.** It is an expectation that every subject will set homework, but the frequency and type will vary depending on the nature of each subject and the amount of curriculum time allocated to each subject.

Importantly, in order to develop mastery of subjects and in acknowledgment of the increased requirements for students to retain knowledge for more synoptic assessments, the majority of homework should either seek to revise or improve upon understanding of previous topics or look forward to some future learning. This approach promotes both breadth and depth of learning as concepts are revisited. Students are already engaged in the current class topic and though there will always be a need to do home learning to support this, e.g. Spanish vocabulary, we argue that it is more important to avoid the loss of prior learning and to hone skills and understanding.

We do not seek to set minimum or maximum levels of homework each day or week, in total, and we do not set arbitrary time expectations per piece, by year group. We will though check to make sure that the amount set in total is not burdensome or too clustered as to become difficult to complete.

At KES we expect each faculty to communicate to parents the rationale behind the types of homework set, its purpose and the frequency and times it is set. This information should be readily available on the webpage of each subject faculty. **As a minimum expectation, we expect the core subjects of English, Maths, Science, Humanities and Languages to set weekly homework.** Further subjects, where there is reduced learning time, are expected to set homework every fortnight or three activities per half term.

We expect homework in each subject, over the course of each year, to adhere to the following key features:



In addition, much homework will also **extend** and **enrich** the work done in class. This is a key role for much homework, but is not realistic to expect that all tasks must do this. It is equally valid to set homework focused upon memorising or redrafting or doing close re-reading.

Where students show high potential in a subject and/or are able, gifted or talented, the element of **extension** within homework should be emphasised – it is often not appropriate for every student to complete the same homework, from the same starting point and with the same expectations regarding the amount of work completed. However, the source material or topics is most likely to be the same for the whole class and extending homework should ask students to work more independently and at greater depth to promote understanding, rather than necessarily expanding the range of learning.

Choice is an important aspect in motivating students to complete their homework to an excellent standard and we encourage teaching staff to give students a range of choices, whether it be of whole projects, or of individual questions, in order to engage interest and to encourage students to try more challenging work. Often, homework will comprise of a core element, which all students must complete and subsequent options subject to student choice and interest.

3. The Homework Partnership, including Feedback and Show My Homework

Homework is completed to a good standard and on time when there is very clear communication between students, teachers and families about what is expected from each task: the work required, the time required and the arrangements for handing the work in.

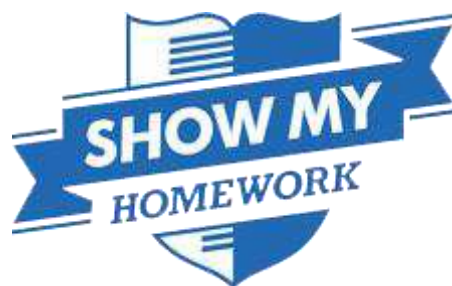
The academy commits to providing feedback on the work completed. **Feedback** can take many forms, including written and verbal feedback, scorecards, and peer assessments. The academy expects teaching staff to focus upon the regularity and timeliness of feedback to students on homework rather than the particular method of providing feedback.

Teachers are encouraged to follow up homework with further tasks to improve students' skills or pieces of work. This is a crucial element of ensuring that students act upon the feedback given, which can otherwise go to waste. Often, we will ask students to write improvements in a different colour so that it is clear to everyone which is the original and which is the improved work.

Should any parent or student have a concern about the level of feedback, then this should be addressed with the teacher in question first of all. Further queries or concerns, should the issue not be adequately addressed, should be directed to the relevant Head of Department.

The Show My Homework website allows the academy to communicate with complete clarity about the homework tasks set.

Simply go to the homepage: www.kesacademy.co.uk and click on the logo



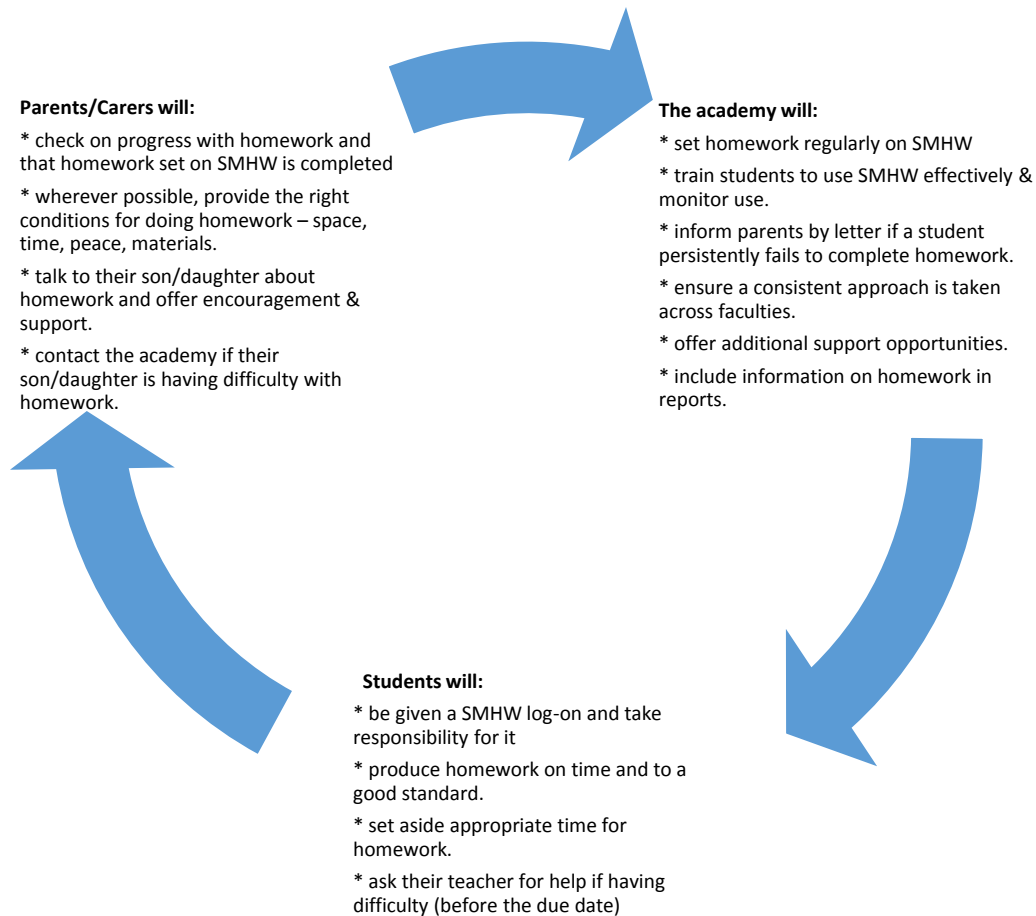
Alternatively, go to: <https://kesacademy.showmyhomework.co.uk>

This will display a dynamic timetable showing all homework set, searchable by year group and class. All students and parents should have a log-in to explore the homework set in greater detail. If you do not have a log-on or have forgotten your details, these can be requested from Reception.

Heads of Faculty and senior leaders will monitor the Show my Homework system to ensure that teachers set homework following the guidelines for frequency and each faculty's own stated rationale. They will also monitor that 'log-jams' do not appear on particular days or weeks with clustering of homework whilst maintaining the need for students to have a key

part in organising their own time – a key skill for the future. The same staff also regularly monitor exercise books to check that feedback and assessment is timely, appropriate and constructive.

The Homework Partnership in action



4. Rewards and Sanctions

The academy expects teaching staff to award students with Vivos where they have put particular effort into homework or done particularly well.

Where students do not complete homework, teachers will check that the student understands what is expected and will seek to understand if any difficulty in understanding or materials is preventing the student from completing the work. Should there be a valid reason, we ask teachers to give a further opportunity to complete the homework, often with assistance. In these circumstances we encourage students to approach teachers and/or

teaching assistants to explain the difficulties as soon as possible. Alternatively, parents can contact teachers via a note or email.

Sometimes students do not complete homework when they have adequate means and ability to do so. This may be a conscious choice or due to poor organisation or memory. In these circumstances, teachers set short breaktime detentions of ten minutes.

Should the problem persist, a member of staff will contact a parent to discuss the issue.

Beyond this, we may place a student on a monitoring book. This is a single book in which we expect students to complete all of their classwork and homework for a set period of time so that we may closely monitor the timely completion and quality of all work. We will ask parents to take part in the monitoring of the work through a report card in the inside front cover.