



Hayle Academy

Homework Policy



School name: Hayle Academy

Dissemination: Website, Staff Share and Google Drive

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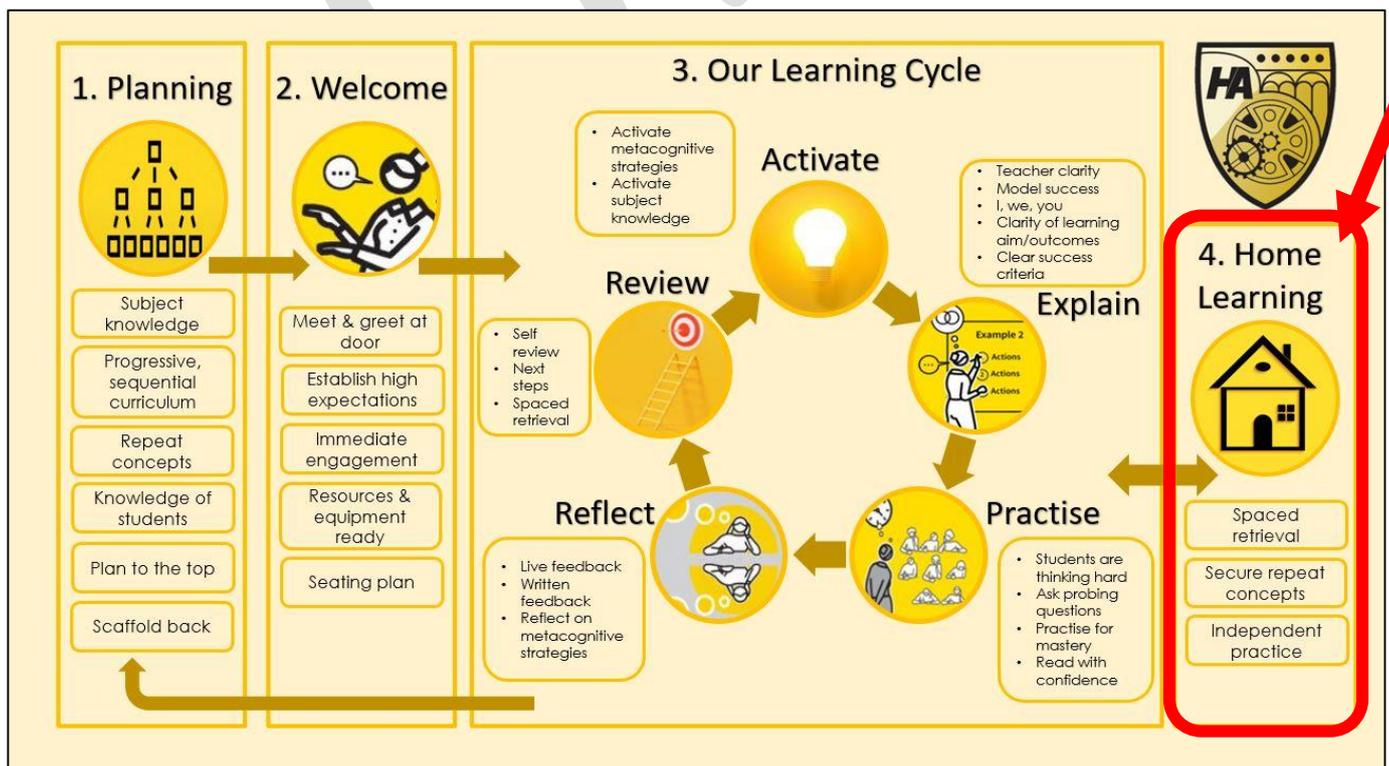
Person responsible for implementation and evaluation: Headteacher and Associate Assistant Headteacher

Links to other relevant documents: Curriculum Policy; Behaviour Policy

Introduction

Students leave Hayle Academy with high value achievements and life skills that provide a platform for future success and happiness. We have high expectations of all members of our learning community: students, staff and parents/carers. We know that effective curriculum planning and implementation is the key to unlocking our students' potential.

Hayle Academy believes that every student should have the opportunity to benefit from high quality, regular and frequent homework. We believe that the most effective homework is "an integral part of learning," (EEF, 2017) and it is an essential component of our school curriculum planning. Therefore, all students are expected to complete the homework set as an important part of their learning. Homework has a significant impact on improving students' understanding and achievement and helps students to identify their next steps in learning. It forms an integral element to our curriculum implementation through our learning cycle that is outlined below:



At Hayle Academy we aim, through the Homework Policy, to provide a consistent framework that will allow students to understand that independent learning has a significant positive impact on future success and to give the opportunity for every student to achieve their potential. The policy's framework provides regular practice for students in planning and organising their time and to promote their individual responsibility for learning.

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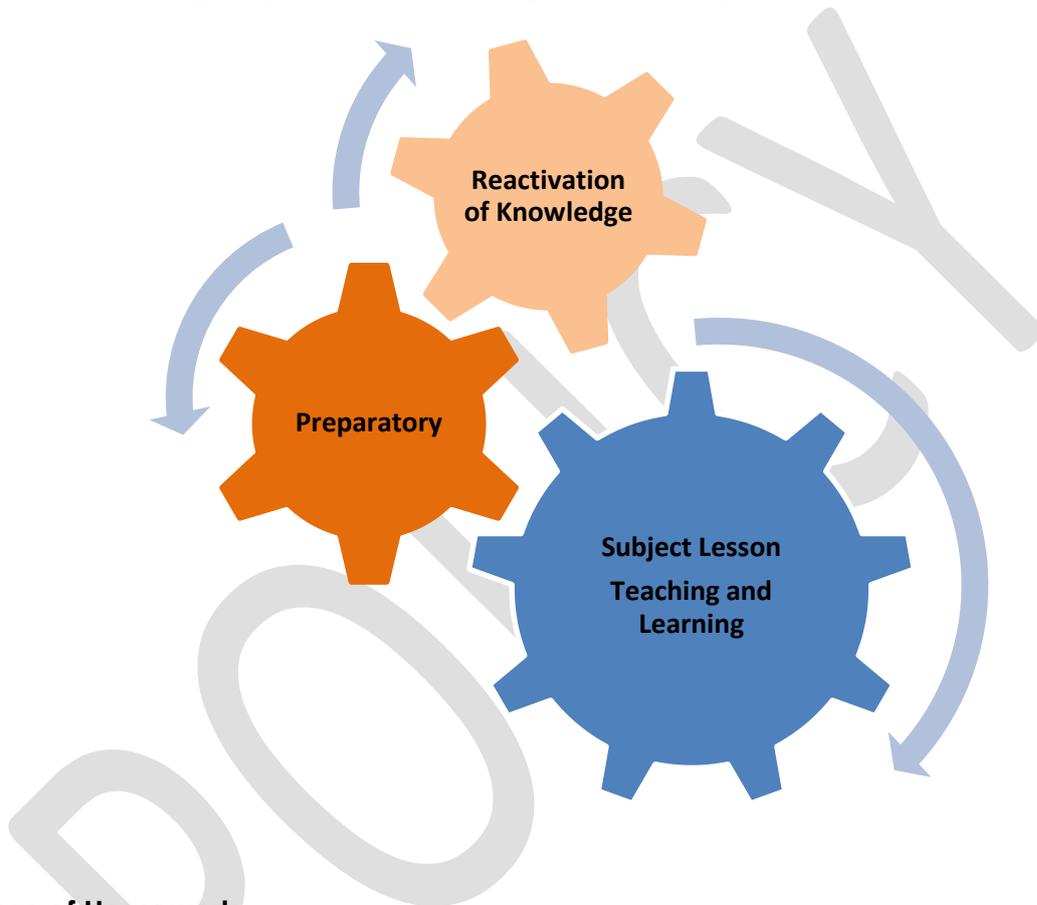
Section 1 – Effective Homework

1.1 Definition of Homework

The policy covers the provision for homework for all students at Hayle Academy across all year groups. Homework is defined as work that is set to be done outside of the timetabled curriculum as part of independent study time.

1.2 Model for Effective Homework

For homework to be effective it needs to be relevant, engaging, appropriate and challenging and to be supported through high quality teaching and learning in the classroom.



1.3 Purpose of Homework

- To encourage and develop self-discipline, good study habits and a range of skills in planning and time management.
- To reinforce, reactivate, extend and consolidate learning, including spaced and interleaved retrieval practice.
- To give students experience of working independently; to develop a sense of responsibility and commitment to their own learning.
- To involve parents/carers as partners in their child's education.
- To support assessment of student progress by providing the teacher with information about what the student can achieve without the support of their peers (or teacher).

1.4 Homework – Overview

- Students are expected to take full responsibility for completing their homework to a good standard by the given deadline.
- Homework is issued in appropriate quantities, in line with the homework schedule, and completion dates are clear and reasonable to take into account the home environment and extra-curricular activities. Students are always given a minimum of 48 hours in which to complete their homework. Longer tasks will be given extended deadlines.
- Homework is differentiated to match the needs and abilities of students and to promote opportunities for consolidation, reactivation, and greater depth and breadth.
- Students will be appropriately prepared to be able to complete their homework. For example, where it is pre-learning for a topic students will be provided with clear guidelines and expectations to support their work.
- Homework reflects the breadth and balance of the curriculum, with the frequency of homework reflecting subject curriculum time allocation. At Key Stage Three, homework will support core and EBacc subjects.
- Homework will be regularly communicated to students and parents/carers through the 'Class Charts' system. 'Class Charts' is our main tool for setting homework and sharing resources.
- Teachers will set homework using this web-based platform, which shares details of the work, resources, and hand in dates. This is an online tool that helps our students to organise and manage their homework effectively. Where there are identified barriers to students' learning at home, provision will be available to support with this, such as access to laptops and use of the school library after-school.
- All work submissions are tracked using Class Charts, unless students have been specifically directed by their teacher to submit using Google Classroom. Google Classroom is a tool that enables the school community to connect, share resources, ideas and work without the need for uploading. It is the platform that is also used for Google Meet. Class codes for Google Classroom for this academic year are published via an email home and an 'announcement' to parents and students on Class Charts.
- Wherever possible, homework should be completed in full sentences. Students are expected to follow the school's Gold Standards for presentation of work when completing their homework.

Section 2 - Types of Homework

2.1 Practice and Reactivation homework

- Opportunities to apply new knowledge and learning or to review, revise and reinforce newly acquired knowledge and skills.
- Reactivation of prior knowledge and learning, e.g. self-quizzes, use of topic Knowledge Organisers, Basic 10s/ 20s, Sparx Maths.
- Consolidation, e.g. practice questions, Basic 10s/20s, learning language phrases.
- Mastery which could include encouraging students to pursue knowledge in greater depth.
- Revision: where revision is set, there will be a specific outcome given, e.g. flash cards/mind maps. The teacher will ensure that all students have the resources they need to be able to revise and that it is made clear how students are expected to revise.
- Essays, extended writing or extended answer questions.

2.2 Preparatory homework

Opportunities for students to learn background information on a topic or unit of study so they are better prepared for future lessons.

- Background reading (reading resources will be provided by the teacher).
- Researching topic for a unit of work. Where research is set, a specific outcome, e.g. report, presentation will be set. Students will be provided with the resources required to complete the research including alternatives to on-line resources in case students do not have home access to a computer. Where on-line research is set, students will be provided with 3 website addresses to use. A maximum of one research homework will be set each half term per subject.
- Collecting resources or examples, e.g. for GCSE art, pictures of shapes for maths.

2.3 Online Homework

Where there are identified barriers to students' learning at home, provision will be available to support with this, such as access to laptops. The school library is available every day at lunchtime and afterschool from 3.05pm until 4pm with computers available to students. This supervised facility can support students to access online resources. Students are encouraged to sign-up on the day to help to monitor numbers.

The following activities are NOT set as homework as they have very limited learning value:

- Unstructured and un-resourced research.
- Finishing classwork: this does not provide quality learning and may mean that students have very variable amounts of work to complete. Homework must be pre-planned to ensure activities are worthwhile and high quality.
- Word searches or crosswords.
- Posters.

Section 3 - Amount of Homework

3.1 Homework Timings

It is difficult to set a specific time for the completion of homework. The same piece of work may take one student a short amount of time to complete, whilst another student may take much longer to complete the same assignment. As a general guide, subjects will set homework which takes up to 30 minutes to complete in Year 7, rising to 45 minutes in Years 8 and 9, and up to 60 minutes in Years 10 and 11. This allocated time may be split into more than one activity across the week/fortnight. Please note that timings are provided to support students: some may wish to spend longer on tasks, however where a student has worked hard on a task for the allocated time, they will not be sanctioned for submitting incomplete work to their teacher.

In addition to the subject- based homework assignments, students are encouraged to read for at least 20 minutes a day of their own choice of text. Examples include: a reading book, non-fiction news article or further reading around a subject, but the choice of text should be appropriately challenging.

3.2 Frequency of Homework

Homework re-commenced for all year groups, except Year 7, from 20th September 2021 to support student wellbeing and transition at the start of the academic year. Homework for Year 7 commenced as part of a rolling, phased programme on 4th October 2021. This was designed to help to support Year 7 students to manage their time and to build on their subject resilience, particularly in light of the impact of the Covid-19 context. It also enabled students to immerse themselves into the Hayle Xtra provision after-school to support their social and emotional needs, and to receive support through Computer Science lessons regarding how to access and use the homework on-line platform.

Both frequency and the quantity of homework set will vary depending on the age of the child and the complexity of the tasks naturally increases as children get older. The table below gives details of the subjects which set homework in each year group:

	Frequency of HW	Time spent on HW	Other notes
Year 7	English, Maths, Science – set weekly . (Start from 26th Sept) French, History, Geography - set fortnightly. (Start from after Oct half term)	Up to 30 minutes per subject	No homework will be set in other subjects. Ingredients for Food Technology will be listed on 'Class Charts' for practicals.
Years 8 and 9	English, Maths, Science – set weekly . French/Spanish, History, Geography - set fortnightly .	Up to 45 minutes per subject	No homework will be set in other subjects. Ingredients for Food Technology will be listed on 'Class Charts' for practicals.
Years 10 and 11	English, Maths, Science – set weekly . Option subjects - set fortnightly .	Up 1 hour per subject	

3.3 School Homework Practice

- Teachers will ensure that the homework set is relevant, challenging and stimulating and will explain the work clearly to students to ensure they understand the context and relevance of the task.
- Homework assignments will be published by teachers on 'Class Charts' so that parents/carers can have an overview of their child's schedule and to help students with their organisation. Parents are able to receive notifications regarding their child's homework status.
- Homework will be set with at least 48 hours (two evenings) prior to the deadline.
- Teachers will set homework in line with the homework schedule and teachers will ensure that homework is set according to the agreed frequency. This applies to all students. This will be monitored by Heads of Faculty and SLT.
- Homework will be submitted via 'Class Charts' or during lessons, unless students have been specifically directed to submit via their Google Classroom.
- Feedback will occur either through Class Charts or as part of a lesson. Where it is appropriate, feedback will occur via Google Classroom.
- It is the responsibility of the class teacher to ensure their 'Class Charts' submissions are up-to-date by midday every Friday in advance of the weekly submissions report being generated.
- The standard of homework will be reported to parents via progress reports.

3.4 Homework Rewards and Sanctions

- Students will be awarded House Points for outstanding commitment/ endeavour or whose homework is deemed as 'excellent' when submitted by the deadline.
- Students who do not complete their homework will be given one behaviour point on the date it was due.
- The teacher will provide a second opportunity for the homework to be submitted within 48 hours of the original deadline.
- Where insufficient improvements are made by the student in the submission of homework over a period of time, the class teacher will record a 2-point behaviour point based on their discretion. This may lead to an after-school homework detention. *Please refer to the Behaviour Policy for further details.*
- In Year 7, to support the transition into school and children's growing independence, we will not sanction missed homework for the first half term, however if a pattern emerges we will work with parents and carers to support.
- A submissions report will be run on a weekly basis after midday each Friday. This will be shared with tutors for follow-up discussions, e.g. reasons why, are there barriers and if so how can they be overcome?
- It is the responsibility of the class teacher to ensure the 'Class Charts' on-line mark-book is accurate and up-to-date by midday each Friday. This ensures that that the submissions report is accurate and supports effective communication with parents as a notification will be received for parents with a parent 'Class Charts' account.
- Where a pattern of non-submission emerges for a student across the curriculum, and where insufficient improvements are made over time, the behaviour policy will be followed. This may result in an escalation in the stages of the behaviour pathway.
- Extensions are expected to be given as an exception; if students need an extension, they are expected to speak to their teacher in advance of the lesson. Parents can also contact teachers

either by email or by note. On this occasion, a 1-point behaviour point will not be given on the first deadline.

- Heads of Faculty will ensure that teachers plan, prepare and set realistic and manageable programmes of homework in line with the planned curriculum. Heads of Faculty will ensure that accurate records are maintained by teachers of completion and non-completion of assignments via the on-line 'Class Charts' submission process. Heads of Faculty will monitor the implementation of the Homework Policy in their subjects to ensure that all teachers are following the homework policy accordingly.

3.5 Accessibility

To ensure all students can complete their homework to a good standard, teachers will:

- Avoid setting homework that requires unusual, expensive or complex resources beyond paper and a pen.
- Provide a resource pack for students where appropriate.
- Provide homework that is appropriately challenging.
- Provide clear instructions and check students understand what work has been set and how to complete it.
- Ideally set homework at the start of the lesson.
- Provide textbooks, resource sheets, or specific website addresses to support research homework.
- Provide a clear structure for extended writing, and/or clear expectations for the length of work required, e.g. word count.
- Not assume that students have access to a computer at home.
- Remain vigilant regarding any possible forms of plagiarism.

Section 4 - Monitoring and Evaluation

Heads of Faculty and the Leadership Team will monitor the quality and frequency of homework through the analysis of whole school homework data via 'Class Charts'. Time will be designated for this as part of the Extended Leadership Team schedule.

Information from these activities will be shared with Faculty areas and Governors. Teachers will be asked to provide feedback for further development of the school's homework policy. Student House Councils will provide feedback on the students' perspective on homework and feedback from parents/ carers will be invited as part of the homework review cycle.

Status of the Policy

This policy does not form part of the formal contract of employment, but it is a condition of employment that employees will abide by the rules and policies made by the School and Trust. Failures to comply with this policy may therefore result in disciplinary actions.