



# SHENFIELD HIGH SCHOOL

## HOMework POLICY

**Approved by: Governing Board**

**Date: 4-7-24**

**Last reviewed on: July 2024**

**Next review due by: July 2027**

## 1. Background

Research has shown that the setting of homework for Secondary School students is a benefit to their learning and that the quality of the task set appears to be more important than the quantity of work required from the pupil.

Evidence also suggests that relating homework to learning in normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it is also important that students are provided with high quality feedback on their work.

## 2. Homework at Shenfield High School

We subscribe to the view that homework should be:

- **Meaningful • Manageable • Motivational**

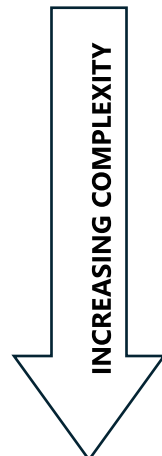
How the three 'Ms' are made relevant for students will inevitably change as they move through the school. i.e. what is meaningful homework in year 7 is unlikely to be meaningful to a student in year 10 and what may be manageable for a student studying their KS4 option subjects or A levels may not be manageable for a younger student still studying the whole breadth of the curriculum.

### 2.1. Meaningful Homework

As students move through secondary school, they will need to develop a wider range of learning skills to be successful within an increasingly challenging curriculum. This will be reflected in the nature of the tasks they may be given as homework as they move through the school.

The list below illustrates how the nature of homework tasks can become more complex:

- **Embed** – consolidate learning that has taken place in the classroom, e.g. revision for assessment or learning key knowledge.
- **Practice** – refine knowledge and procedures learnt in the classroom based on feedback from the teacher
- **Extend** – move learning beyond what has been achieved in the classroom, e.g. adding breadth to their existing knowledge.
- **Apply** – use learning from the classroom to complete a specific task, e.g. writing a *practice* exam question based on content covered in a lesson



## 2.2. Manageable Homework

Under normal circumstances, it is not appropriate to set homework overnight. There are occasions when lessons are on consecutive days and, therefore, the teacher may feel that they have to set homework overnight. In any case, it should be noted that completing work overnight, such as learning vocabulary does not encourage good learning habits or support students' long-term knowledge acquisition.

Many students at Shenfield High School are involved in many extra-curricular activities and indeed this is encouraged. This means that students can struggle to find time to do both their activities and spend sufficient time on their homework which leads to extra stress, especially on the highly-committed students. It is important that both parents and teachers encourage the students to seek support if they are finding it difficult to balance everything.

It is important to note that there is no expectation that homework will be set every lesson; if there is nothing appropriate to set at that time, then the teacher is not required to set work. However, it would be rare for them to not set homework over the course of a number of lessons as there are a wide range of tasks that can be set; the exception to this at KS3 is PE.

### 2.2.1. Regularity

The tables below set out a guide for the homework time per fortnight in each year group. This is a guide for subject staff, although it is clearly difficult to judge how long it will take every member of the class to complete the work; teachers should inform their students how long they believe the task should take and encourage their students to give feedback to them at the end of the task. This is also a guide to students and parents; if the task is taking significantly longer than the allotted time then they should give feedback to the teacher via Edulink.

If the teacher knows that a task will take longer than their allocated time, then they should make this clear to the students and inform them that the homework will count for the appropriate number of weeks. This will be made clear on Edulink.

### Year 7

Subjects	Average teaching time per fortnight per subject (hours)	Homework time per fortnight per subject (minutes)
Maths, English & Science	8	90
French, Spanish	2	30
History, Geography	3	45

Art, Computing, Performing arts, Music, Personal Development & Beliefs and Values	3	30
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Physical Education may set occasional homework pieces.

This equates to 600 minutes or 10 hours of homework per fortnight, which is approximately 60 minutes per day.

### Year 8

Subjects	Average teaching time per fortnight per subject (hours)	Homework time per fortnight per subject (minutes)
Maths, English & science	7	90
French, Spanish	3	45
History, Geography	3	45
Art, Computing, Performing Arts, Music, Personal development & Beliefs and Values	3	30

Physical Education may set occasional homework pieces.

This equates to 600 minutes or 10 hours of homework per fortnight

### Year 9

Subjects	Average teaching time per fortnight per subject (hours)	Homework time per fortnight per subject (minutes)
Maths, English & Science	8	90
French, Spanish	3	45
History, Geography	3	60

Art, Computing, Performing Arts, Music, Personal Development & Beliefs and Values	2	40
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Physical Education may set occasional homework pieces.

This equates to 680 minutes or just under 11 and a half hours of homework per fortnight

## Year 10

Subjects	Average teaching time per fortnight per subject (hours)	Homework time per fortnight per subject (minutes)
English (includes Language and Literature)	9	90
Maths,	7	90
Science (Biology, Chemistry & Physics)	9	90
Option Subjects (4)	5	90

This equates to 720 minutes or 12 hours of homework per fortnight. Please note that does not include preparation and revision time leading up to the end of year, Year 10 examinations.

## Year 11

Subjects	Average teaching time per fortnight per subject (hours)	Homework time per fortnight per subject (minutes)
English (includes Language and Literature)	8	120
Maths,	8	120
Science (Biology, Chemistry & Physics)	9	90
Option Subjects (4)	5	90

This equates to 780 minutes or 13 hours of homework per fortnight. Please note that there will be additional homework for revision and preparation leading up to the mock examinations in November and March and the final GCSE examinations in May/June.

## **Years 12 and 13**

The amount of homework set for students in the Sixth Form will vary depending on the number of subjects they are studying. The following timings are given as guidance to both students and teachers. It is recommended that students should complete between 4-6 hours of independent study per fortnight, per subject. This independent study should consist of homework which is set in class, and work that extends and enriches their A Level classroom learning. Students should use a mixture of study periods and home-learning time to complete appropriate consolidation and curriculum extension tasks.

Teachers are encouraged to consider, in line with key areas of this policy, the amount of time each student is given to complete homework, to ensure students are able to effectively manage their workload. Workload is closely monitored by teachers and form tutors and is reviewed by both on a weekly basis. Students are encouraged to reflect on their working patterns with form tutors, through regular planning and monitoring sessions; advice and support is given to students where appropriate.

Students in the Sixth Form may expect to receive a variety of homework tasks, including (but not limited to): preparing appropriate consolidation notes and revision resources; completing practice questions for exam preparation; reading and preparation for forthcoming lessons; and additional work that is set by the teacher that compliments their classroom curriculum. Students may also use the ideas listed to direct their own independent study time.

### **2.2.2. Reasonable Adjustment**

The expectations laid out in this policy may be adjusted for individuals according to identified need and as part of any one-planning or adapted provision that may be in place.

However, it is important that we maintain the highest individual expectations for all students and so the expectation for homework may be adjusted but not removed.

## **2.3. Motivational Homework**

### **2.3.1. Feedback**

Motivation is at its highest when students feel successful, are recognised, and are rewarded. Students receive acknowledgement for their homework efforts through teacher feedback, both verbal and written depending on the homework task set. Teachers are not expected to provide written feedback on every piece of homework but in those instances where the task does not warrant written feedback there will still be verbal feedback. It should be made clear to students both what the purpose of a homework task is and the nature of the feedback they will receive.

## **2.3.2. Monitoring**

### **1.3.2.1 Teachers**

Teachers will monitor the completion and standard of homework for the students in their classes and will be expected to reward those who fulfil expectations and to follow up with those that don't; this may involve sanctions, a call home or an intervention session to identify any support needed or barriers that may exist to the completion of homework.

### **1.3.2.2. Curriculum Leaders**

Curriculum Leaders will monitor the completion rates and quality of homework within their area of responsibility and will be expected to identify trends and patterns indicating any issue with the relevance or accessibility of homework tasks as well as identify students worthy of recognition.

### **1.3.2.3. Heads of Year**

Heads of Year have a responsibility for the progress and achievement of all students within their year group and homework is a string indicator of motivation and engagement with learning. For this reason, Heads of Year are expected to monitor the amount of homework being set for their year groups across the curriculum to ensure it is line with this policy and also to monitor the completion rates and quality of homework. In response they may follow up with individual students to recognise and reward their efforts or to apply a sanction for non-completion.

### **1.3.2.4. Parents**

The Edulink app allows parents to monitor the homework being set for their child and also whether their child is meeting homework expectations. Queries relating to the setting or completion of homework should, in the first instance, be directed to the class teacher but may then be escalated to the Curriculum Leader or Head of Year as needed.