



OLD BUCKENHAM
HIGH SCHOOL

Achieving excellence together

OLD BUCKENHAM HIGH SHOOOL
HOMEWORK POLICY

Author / Edited by	Mr A Fell
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Executive summary	This policy has been reviewed and amendments made in order to comply with Trust requirements and those of the Local Authority
Review Body	School
Endorsed by	Governing Body
Review frequency & next review due	June 2022
Comments	This policy is available on our school website and is available on request from the school office.

OBHS Homework Policy

Teaching and Learning Opportunities Extend Beyond the Classroom:

At OBHS we recognise the importance of planning lessons which are crafted to offer all students the opportunity to make at least good progress; we also recognise how important student learning outside the classroom is.

The school engages in research into Learning Theory, and recognises that learning can best be explained by the ideas of Surface and Deep learning and the acquisition, consolidation and transfer of knowledge. It follows, that learning episodes (single lessons, series of lessons, homework and schemes of learning)¹ need to plan for the acquisition and consolidation of surface learning prior to tackling the acquisition and consolidation of deep learning. This is the difference between, for example, teaching students new subject terminology (surface acquisition) and them becoming able to both store and retrieve this for future use (surface consolidation), and a student self-regulating or demonstrating high levels of metacognition (understanding the what, when, where, how and why of learning). *Hattie and Donoghue 2016.*

Homework, just like learning activities within lessons, is planned to do have one of the following outcomes:

- to increase **skill** - *surface or deep learning acquisition and consolidation, or the ability to transfer knowledge and understanding to a new situation;*
- to increase **will** - *developing students as powerful, resourceful and resilient learners; to harness and develop pre-existing learning habits;*
- or to increase **thrill** - *an excitement for learning and a motivation to learn which will, in turn, support deep learning consolidation.*

The homework tasks which are set for students will also reflect their needs as learners. While sometimes, and in some subjects, it might be appropriate for homework to be used for students to acquire surface learning (and increase their skill), and might take on the form of a knowledge map, at other times and in other subjects, the homework task might be used to target one of the other outcomes stated above.

The Importance of Homework:

Our aim at OBHS is to develop resilient, ambitious, life-long learners and we see the setting and completion of homework as an important element of this.

Homework is important to learning because it:

- offers opportunities to research or prepare for new learning;
- offers opportunities to practise skills learnt/acquired in class;
- enables students to recap, revise and consolidate learning;
- maximises the efficient use of teacher time in lessons
- promotes an independent approach to learning which is key to students achieving well;
- develops students' effective time management and good organisational skills;
- offers students additional opportunities to succeed;
- reinforces the value of studying and lifelong learning.

To support students in organising their learning they are issued with an Old Buckenham High School Planner. In addition to all homework being set on Go4Schools. Students are expected to make a note of their homework and the deadline in their planner. Parents/carers are encouraged to check their child's planner regularly for homework, to sign weekly and use the planner as a method of communication with the school.

Homework – the non-negotiables:

All homework will:

- be recorded on Go4Schools with all relevant information and resources attached;
- be of a volume that is realistic and manageable;
- have an appropriate and realistic deadline set;
- be matched to the age, skills and abilities of the student;
- be valued by the teacher and student (i.e. marked and monitored);
- be overseen and monitored by Curriculum Leaders/Leadership Team.

Homework that is formally set will be planned by the teacher as an integrated part of the programme of study and will be relevant to the topic/s being studied in class.

The frequency by which homework will be set will vary at Key Stages 3 and 4. Please see further details below regarding timetables/ expectations.

Year 7:

Homework will be set once a week. Students will be provided with a Knowledge Map for each of the subjects and are expected to do 20-30 minutes of self-quizzing as per the schedule set out below:

Core and EBACC subjects may choose to set an additional homework task each week, which should not exceed 30 minutes.

Day	20-30 minutes self-quizzing for each subject	Additional Notes
Monday	English and Music	
Tuesday	Maths, Technology and Computing	
Wednesday	MFL and Geography	Plus 5 minutes on all other weekdays for MFL If students study French and German, do 15 minutes on each subject
Thursday	Art, PE and Drama	Do 15 minutes on each subject (45 mins total)
Friday	Science and History	Spend 15 minutes each on Biology/Chemistry/Physics (45 mins total)

Year 8 and 9:

- Core Subjects (English, Maths and Science): One piece of homework per fortnight.
- Non Core subjects: Two pieces of homework per half-term.
- Each piece of homework should take 20 – 30 minutes to complete.

Year 10 and 11:

- All GCSE subjects: One piece of homework per fortnight.
- Each piece of homework should take 30 – 45 minutes to complete.

In addition to the homework formally set by the child's subject teacher there are many other ways in which a student's learning can be extended and enhanced at home.

Enriching and Extending a student's learning experience beyond the classroom:

Reading – we encourage students to be confident and enthusiastic readers as this will support them in all of their subjects. We would recommend students reading for a minimum of 20 minutes a day. Children who find reading difficult should spend time reading a book with an adult/older child.

Exercise - it is government aspiration that all children take part in 5 hours of quality physical activity each week. Two of these hours take place in school as part of the curriculum. We would hope that every student engages in at least 1 hour of additional exercise, whether as part of the school's extra-curricular offer or elsewhere.

Instrument practice – this should be daily for all students with access to musical instruments.

Listening to music – students can broaden their knowledge of music by listening to a range of music genres.

Participation – making a positive contribution is a key aspect of the Every Child Matters agenda. Students should seek to engage in opportunities outside of the formal curriculum in music, sport and drama.

Technology – all students can access the Old Buckenham High School 'Microsoft - OneDrive' area that has subject specific learning materials, tasks and extension activities.

Cultural awareness – this can be fostered by visiting places of historical, scientific or cultural interest, reading newspapers or watching the news

Homework – who is responsible and for what:

Students will:

- ensure that they have their school planner with them every day at school;
- write their homework tasks into their planner, noting the due date;
- Regularly check Go4Schools for homework set;
- set aside sufficient time to complete their homework;
- complete all homework tasks to the best of their ability;
- actively seek support from their teacher/parent/carer if they do not understand a homework task;
- hand in their homework on the due date, or to the teacher as soon after as possible if they are absent.

It is an expectation that all students will complete all set homework to the best of their ability at all times and hand in to their subject teacher by the specified deadline.

Failure to complete/hand-in homework:

1. Students will be given a 24-hour extension (at the teacher's discretion).
2. Break/ lunchtime detention with subject teacher.
3. Break/ lunchtime detention with Curriculum Leader.
4. After school detention.

Repeated failure (3+ times) by a student to hand in homework and meet the specified deadline will result in the Subject Teacher/Curriculum Leader contacting parents directly.

Teachers will:

- set regular homework in-line with the non-negotiable aspects of the policy stated on page 3.
- ensure students record all homework tasks in their school planner;
- ensure homework forms an integral part of the curriculum and is well planned, prepared and linked to programmes of study;
- set homework that is appropriate to the age, ability and circumstances of the students;
- set homework tasks that are wide-ranging, well-structured and seen by students to consolidate and extend their work within lessons;
- mark and feedback on homework promptly to students following the school's marking and feedback policy.

Parents/carers will:

- check their child's planner every week and assist their child with planning and organising the completion of their homework;
- provide their child with a suitable learning environment in which to complete their homework;
- look at their child's exercise books and support their child's learning by helping them to act on the comments and next steps from teachers;
- encourage and monitor homework and inform their child's teacher if an issue arises;
- sign their child's planner at the end of each week.