



OLD BUCKENHAM
HIGH SCHOOL

OLD BUCKENHAM HIGH SHOOL HOMEWORK POLICY

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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	September 2023
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body every 2 years or as required.</p>

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) 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:

- enables students to **recap, revise, retrieve, recall and consolidate** learning;
- offers opportunities to **practise** skills learnt/acquired in class;
- offers opportunities to **research** or prepare for new 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 all students and parents have access to Go4Schools where all homework will be set. The homework entry will contain information regarding the time students should spend completing the task(s) and the deadline. Parents/carers are encouraged to check their child's Go4Schools page regularly for homework.

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;
 - feedback on homework will reflect the OBHS feedback policy. Often homework will be automarked (where online quizzes are set, or used as part of the lesson).
- 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. In some subjects it will be directly linked to the current topic/s being studied in class, in others, the focus may be on revisiting, recapping and revising information from a previous topic in preparation for an assessment or because it is linked or supports their current topic.

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, 8 and 9:

- Core Subjects (English, Maths and Science): One piece of homework per fortnight.
- Non Core subjects: A minimum of one piece of homework per half-term.
- Each piece of homework should take 30 – 45 minutes to complete.

In addition, to support our students' further outside the classroom, there are homework resources available on our website [here](#). We would encourage students to dip into these resources if they find time or feel that they would like to complete further relevant activities within a subject.

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

Year 10 and 11:

- All GCSE subjects: A minimum of one piece of homework per fortnight. The majority of subjects will set a piece of homework each week.
- 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.. All Key Stage 3 students have access to Accelerated Reader – a programme which accelerates students' reading competence and confidence. Students should make time to take an AR quiz within 2 days of finishing a book. Children who find reading difficult should be guided by their AR ZPD and spend time reading a book with an adult/older child

Exercise - it is our government's aspiration that all children take part in 5 hours of quality physical activity each week. A minimum of 100 minutes of PE a week is timetabled for all students. 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. We hope that all keen musicians and singers participate in the extra-curricular opportunities available to them.

Listening to music – students can broaden their knowledge of music and culture 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 which harness their passions further.

Technology – all students can access the Old Buckenham High School SharePoint area (via their Office 365 account) which 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;
- Regularly check Go4Schools for homework set;
- set aside sufficient time to complete their homework before the deadline;
- 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.

Failure to complete/hand-in homework:

1. Students may be given a 24-hour extension (at the teacher's discretion).
2. Subject teacher will contact home regarding the missed deadline. This conversation and the agreed outcome must be logged on Go4Schools. If the homework is not submitted by the date agreed between teacher and parent:
3. 3 x Lunchtime detentions – names to C. Wabe to be added to detention list.

Repeated failure by a student to hand in homework and meet the specified deadline will result in the Subject Teacher/Curriculum Leader contacting parents directly to discuss further sanctions which will be put in place and the support needed to ensure that the student is able to complete the homework tasks set. *For example, a student might be required to attend the school homework club once a week and work in a classroom with the Curriculum Leader (and their own form group) during their Independent Learning ILT session to ensure that they are maximising the opportunity to complete their work in a school environment.*

Teachers will:

- set regular homework in-line with the non-negotiable aspects of the policy stated on page 3.
- set homework using Go4Schools with accessible resources (where necessary) and clear deadlines.
- notify students when a piece of homework has been set on Go4Schools.
- 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;
- feedback on homework promptly to students following the school's feedback policy.

Parents/carers will:

- 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;
- encourage and monitor homework and inform their child's teacher if an issue arises;
- encourage their child to follow the advice in order to Enrich and Extend their learning beyond the classroom.