



Homework Principles

Purpose of homework

Homework is an important part of education: it helps students to develop effective work habits, undertake learning to practice, allows consolidation of skills, conduct in-depth inquiry, and prepare for lessons or revise for exams. Homework often plays a significant role in raising a student's level of attainment. However, SBCHS also acknowledges the importance of family time and leisure time in ensuring students are able to achieve balance in their lives.

Aims and objectives

- To reinforce classroom learning
- To help students to develop skills and attitudes they need for successful lifelong learning, including independence, investigation, enquiry, organisation, perseverance and self-discipline
- To keep parents in touch with what their children are doing in school and to give them the opportunity to help and support their child's learning
- To provide opportunities to go beyond what has been learnt in class or to prepare for material that is going to be covered in class

What research says about the impact of homework

Education Endowment Foundation (EEF) definition of homework- homework refers to tasks given to students by their teachers to be completed outside of usual lessons.

Research from the EEF reports that homework can have a positive impact on student outcomes, but that it is the quality of the task set, that is more important than the quantity of the work required from the student. There is some evidence that the impact of homework diminishes as the amount of time students spend on it increases.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples of homework was an integral part of learning, rather than an add-on.

To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.

Types of homework

During their time in school, students will be set a wide variety of homework tasks. Tasks may include, but are not limited to, revision, research, preparation of presentations, extended writing, problem solving, analysis of data, evaluation of resources, practicing skills, reading, and designing, making / creating.

Recording of homework

Teaching staff will record homework on the school's MIS, Synergy. The recording of homework will include:

- Title of homework
- Date set
- Date due to be completed by

There may also be a brief description of the homework and an indication if an online submission is allowed.

Failure to complete homework within the designated timescale, will be recorded as a negative on Synergy and persistent failure to complete homework will result in a detention.

Timescale to complete homework

To allow students to manage their time effectively, students will be given a minimum of three evenings in which complete any homework set.

Frequency and amount of homework

The frequency and amount of homework set will vary depending on the key stage of the student and the subject. We allow for flexibility and to ensure that any homework set is purposeful, we choose not to follow a rigid homework timetable. The following guidelines apply.

KS3 (Year 7-9)

English, mathematics and science – at least one piece of homework per week (approx. 30min for each piece)

RE, geography, history and MFL – at least one piece of homework a fortnight (approx. 30min for each piece)

Art, computing, drama, DT, music and PE – at least one piece of homework every 6 weeks (approx. 30min each piece)

KS4 (Year 10-11)

English, mathematics and science – at least one piece of homework per week (approx. 45min for each piece)

RE and option subjects – at least one piece of homework a fortnight (approx. 45min for each piece)

In the weeks before an assessment or internal examinations, revision homework will be set. Revision homework is likely to involve answering questions, or other appropriate tasks set by the teacher or subject leader.

Use of technology and AI

We acknowledge the potential for the internet and AI tools to assist with various aspects of homework, such as research, writing and problem-solving. However, technology and in particular AI needs to be used ethically and should not be used to circumvent learning goals. Students need to show academic integrity and independent learning in their homework tasks.

E.g. ethical use of AI could be to use it to assist with researching ideas for an essay. An inappropriate use would be to use AI to write an entire essay or complete an assignment without engaging in any independent thought or effort.

Using AI to submit work that is not one's own is considered academic dishonesty and will be sanctioned accordingly.

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. Parents are asked to encourage their child to allocate sufficient time to their homework.

Parents can support their child by providing a good working space at home. Pupils need a quiet place for study, away from the distractions of television, computer games, social networking sites and the telephone.

A parent who is concerned about the amount of time their child is spending on homework (whether this is too much or too little) should contact their child's form tutor in the first instance

Monitoring and review

The senior leader for quality of education, is responsible for coordinating and monitoring the implementation of these principles, with support from the senior leadership team, head of year and curriculum leaders.

FOR TEACHERS

Considerations when implementing homework

Consider the 'active' ingredients, which may include:

- Considering the quality of homework over the quantity
- Using well-designed tasks that are linked to classroom learning
- Clearly setting out the aims of homework to students
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies
- Providing high-quality feedback to improve student learning.
- Monitoring the impact homework on student engagement, progress and attainment