



# Alderman Peel High School

## Homework Policy

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| Written by                               | Mr M Hardman (VicePrincipal) |
| Ratified by APHS Local Advisory Board on | September 2021               |
| Review Date                              | September 2022               |

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## 1. Rationale

*On average, the impact of homework on learning is consistently positive, leading to on average five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. (EEF Toolkit 2016).*

This policy aims to provide a coherent framework from which all departments can develop a consistent and effective procedure for the development of homework as part of a rich and well-planned curriculum for students of all ages and ability.

As a result of a coherent approach to homework, we aim to:

- Increase rates of student progress and improve student attainment
- enable students to understand that independent learning is vital to achieving success
- give every student the opportunity to fulfil their potential
- instil in all pupils the importance of life-long learning
- provide training for students in planning & organising time
- promote a responsibility for learning within each pupil

## 2. Purpose of Homework

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons and should seek to:

- Consolidate learning of previously taught material
- Help students prepare for new learning which has not yet been taught
- Extend student knowledge and help to develop mastery of knowledge, skills or understanding

*Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. (EEF Toolkit, 2016)*

- Planned and focused activities are more beneficial than homework which is more regular but routine, or not linked with what is being learned in class.
- Homework should not be used as a punishment or penalty for poor performance.
- A variety of tasks with different levels of challenge is best practice
- The quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.

## 3. Regularity and Volume of Homework

*Studies imply that there is an optimum amount of homework of between 1 and 2 hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases. (EEF Toolkit, 2016)*

The amount of homework set should therefore:

- Be agreed as part of a homework timetable set by teachers for each class they teach
- Be appropriately proportional to the amount of curriculum time in each subject
- Be considerate towards time students spend with families at evenings and weekends; the home environment; extra-curricular activities; and cultural obligations.
- Be given an appropriate timescale for completion
- Be manageable for teachers to provide feedback on completed homework as part of departmental procedures on Assessment and Feedback.

#### 4. Communication of homework activities

Alderman Peel High School will provide staff and students with the resources required to effectively communicate the setting of homework to both students and parents.

It is important to therefore ensure:

- Homework is recorded using 'Class Charts' software for publication online
- All homework activities (including those set on online platforms such as MyMaths/ SAM Learning/Kerboodle) are clearly written in Student Planners outlining:
  - Teacher/Subject
  - Brief description of the task (i.e. what is expected)
  - The deadline date for completion
- There is equity when setting homework that relies upon the use of technology. Students who do not access to such technology at home should not be disadvantaged.
- Strategies are implemented for ensuring all students, but particularly SEN students, can accurately record and recall homework expectations
- Students have been adequately prepared for the completion of tasks set
- Extension or optional additional tasks (such as those to stretch and challenge MAGT students) are made clear to all students

#### 5. Rewards for completion/Sanctions for non-completion of homework

In order to promote the completion of homework:

- Completed homework should be awarded Achievement Points and homework of a high standard may receive additional points.
- Consistent completion of homework should contribute towards the awarding of 'good' and 'outstanding' Attitude to Learning grades, alongside other criteria.
- Sanctions related to the non-completion of homework or submission of sub-standard work must follow the APHS Behaviour policy.

#### 6. Monitoring and Evaluation

In order to ensure that Homework continues to play an effective part of the school curriculum:

- A continuous process of monitoring the effectiveness of the Homework Policy will be carried out by the Leadership Team through Link Meetings with HODs and DOLs
- Leadership Team members will regularly check the use of Student Planners.
- A whole school evaluation of the effectiveness of the policy will be carried out periodically. This should involve consultation with staff and a sample of staff, parents and pupils.
- Teachers must keep up to date records of assessment and homework completed.
- Where further good practice is identified, this will be shared across the school.
- The role of students and parents will be monitored in accordance with the home-school agreement.