



APHS HOMEWORK POLICY

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1. Document Control

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Section(s) amended	Nature of the amendment	Date
All sections	Re-write to reflect latest advice from EEF.	11/2023
All sections	References to 'EEF Toolkit, 2016' updated to 'EEF Toolkit, 2021'.	11/2023
Section 2	Re-written to reflective more recent research findings.	11/2023



2. Intent

2.1 The Education Endowment Foundation Toolkit (2021) states that homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.

2.2 When implementing homework, the evidence suggests a wide variation in impact. Therefore, schools should consider the 'active' ingredients to the approach, which may include:

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

2.3 EEF (2021) Key Findings:

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

3. Implementation

3a - Considering the quality of homework over the quantity

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, 2021)

The amount of homework set should therefore:

- a. Not exceed 2 hours per day (across all subjects)
- b. Be agreed as part of a homework timetable set by teachers for each class they teach
- c. Be appropriately proportional to the amount of curriculum time in each subject
- d. Be considerate towards time students spend with families at evenings and weekends; the home environment; extra-curricular activities; and cultural obligations.



- e. Be given an appropriate timescale for completion
- f. Be manageable for teachers to provide feedback on completed homework as part of departmental procedures on Assessment and Feedback.

3b - Using well-designed tasks that are linked to classroom learning.

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, 2021)

Therefore, homework should be:

- a. 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.
- b. Homework should not be used as a punishment or penalty for poor performance.
- c. A variety of tasks with different levels of challenge is best practice
- d. The quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.

3c - Clearly setting out the aims of homework to pupils.

APHS defines homework as “tasks given to pupils by their teachers to be completed outside of usual lessons” and should seek to:

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

3d - Understanding and addressing any barriers to completion

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:

- a. Homework is recorded using ‘Class Charts’ software for publication online
- b. All homework activities (including those set on online platforms such as MyMaths/GCSE Pod/Seneca) are clearly written in Student Planners outlining:
 - i. Teacher/Subject
 - ii. Brief description of the task (i.e. what is expected)
 - iii. The deadline date for completion
- c. 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.
- d. Strategies are implemented for ensuring all students, but particularly SEN students, can accurately record and recall homework expectations
- e. Students have been adequately prepared for the completion of tasks set
- f. Extension or optional additional tasks (such as those to stretch and challenge MAGT students) are made clear to all students



Where possible, disadvantaged students (in receipt of Pupil Premium Grant funding) may be supported with the long-term loan of a laptop computer.

3e - Explicitly teaching independent learning strategies

Students should be taught the skills required to manage homework by:

- a. Form Tutors teaching students how to use their student planners
- b. Subject teachers teaching students homework and revision strategies as part of their subject curriculum.
- c. Teacher should provide models of good classwork and homework activities as part of the six principles of 'Making Every Lesson Count'.
- d. In Key Stage 4, teachers of CORE teach students how to revise effectively.
- e. Through 'Prepare to Perform' and 'Power to Perform' evenings throughout Key Stage 4.

In order to promote the completion of homework:

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

3f - Providing high-quality feedback to improve pupil learning.

Students should receive feedback on completed homework. This could take the form of:

- a. Teacher marking and/or whole class feedback
- b. Peer marking
- c. Self-marking

Feedback should form an integral part of teaching as part of the six principles of 'Making Every Lesson Count'.

3g - Monitoring the impact homework on pupil engagement, progress and attainment

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.
- Where further good practice is identified, this will be shared across the school.
- The issue of Homework to be discussed at least annually by the Parent Discussion Group.



4. Impact

As a result of an effectively implemented homework policy, we seek to:

- a. Improve student knowledge, skills and understanding.
- b. Increase rates of progress for students. (*Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools, EEF Toolkit 2021*)
- c. Ensure effective curriculum coverage across all subjects.
- d. Develop students' organisational skills and time-management skills