



Banovallum School Homework Policy

Approved by: Local Governing Committee

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1. Introduction

The school views homework as an entitlement for all students and an essential part of the learning process. The school undertakes to provide appropriate homework for all students, and to ensure that this work is individually assessed or reviewed in class by the teacher.

2. Homework can fulfill many functions. The main ones are:

- allowing practice, consolidation and/or extension of work done in class
- developing good habits of self-discipline, personal responsibility and independent learning
- developing a range of transferable skills including research, pre-learning, higher order thinking, forming opinions, presenting an argument, writing bibliographies etc.
- providing opportunities for parents to engage with and support their child's learning.

3. Aims of this Policy

This policy aims to ensure that we:

- Avoid setting homework for homework's sake
- Provide meaningful tasks which will promote and reward independent learning
- Enable clear identification of a level 4 for ATL
- Allow students the time to take part in meaningful extra-curricular activities run by school and outside agencies

4. The Setting of Homework Key Stage 3

- A whole school homework timetable has been created to ensure students are not overloaded with homework. Please see Appendix 2.
- Students expected to read for pleasure for 20 minutes per day at home
- Optional challenge & consolidation tasks to be set by subjects at the start of each term for completion by deadlines set by each subject - these will provide the opportunity for in-depth study of subjects and topics
- Revision skills to be introduced and revision tasks to be set in the week(s) prior to assessments and exams, building on the work of the RSE curriculum, with the RSE curriculum being adapted for the exam weeks for each year group

Key Stage 4

- Homework to be set on a regular basis each half-term with the exact format to be decided by staff. This could take the form of:
 - Consolidation tasks
 - Revision for RAP Tests or equivalent and formalised revision tasks in the run-up to school exams or GCSEs
 - Flipped learning or equivalent preparatory work

- Coursework/NEAs
- Bespoke Intervention Tasks - this can be literacy focused if required.

5. Interventions

Underachieving students will be identified and directed to the tasks set by individual subjects and be expected to complete these. Sanctions will be in place if they fail to do so.

6. Rewards

It is as important for there to be rewards for completion of homework as it is for there to be sanctions for non-completion.

Key Stage 3

- ATL of 4 for those completing the independent learning tasks
- Bromcom points
- Verbal praise
- House Awards
- Half-colours

Key Stage 4

- As above
- Specific KS4 rewards – e.g. Colours ties for all Faculties.
- Head Teacher's Merits

7. Sanctions

Key Stage 3 Sanctions

- KS3 – Retrieval practice defaulters receive a detention.

Key Stage 4 Sanctions

- We should seek to identify patterns of behaviour and offer the option to complete the task. Staff will monitor students completion and if a student fails to complete 3 pieces of homework across their subjects, they will receive a detention.

Key Stage 3 & 4 Sanctions

- KS3 & KS4 – if they are on an intervention programme, then every homework missed, triggers a detention
- Intervention criteria for both KS3 & KS4
 - If a teacher has any academic concerns ○ ATL $\neq$ 2
 - Those receiving a significant number of “insufficient work in class” behaviour points in a four-week period. This will depend on the frequency of lessons. Staff will have the freedom to place the students on an intervention programme before the completion of a four-week

period. In this instance, the work could be catching-up on missed work in lessons.

8. Help with Homework

If homework tasks are not understood by students, they should find their subject teacher, before the day when the homework is due for completion and ask for help.

Subject teachers can meet with students on a 1:1 basis to discuss any homework difficulties and offer support.

9. Recording of Homework

Homework will be set by the teacher on Bromcom. Both parents and pupils will be able to access the information regarding the homework. Information will include: the task with an explanation, when it was set & when the deadline is, together with a guideline as to how long it should take to complete the task. Additional resources will also be saved and linked to the homework if required.

10. How parents/carers can support:

- Make it clear to students that they value homework and support the school in explaining how it can help them to progress
- Support students with their homework, but accept that their role will become less and less prominent as students become more responsible and independent
- Try and provide a suitable place where students can work at home, or encourage them to make use of the school's facilities
- Support students in meeting homework deadlines, regularly reviewing their child's Bromcom homework planner
- Praise students when homework is completed.
- Support the school's homework policy and understand that feedback can take many forms. Feedback can be given as: whole class, individual, peer (where their classmates assess the work), verbal and written.

11. Staff Responsibilities:

- The setting of homework tasks at the frequency as detailed above.
- Timings indicated are to prevent work overload and allow students to successfully manage workload and commitments outside of school.
- Where possible homework tasks for the next school day should be avoided.
- The setting of a range of homework activities to extend learning and aid cognition. Teachers should check that homework is recorded and TAs can be directed to assist with this.
- The setting of differentiated homework with each individuals' access to task considered. Tasks should be accessible, realistic and achievable. Some tasks

should be planned and delivered with student cognition and memory in mind, this could include tasks specifically set for revision.

- The recording of homework tasks on the Bromcom planner. Resources such as work sheets can be linked to the entries.
- The recording of homework issues on the Bromcom system.
- Provide meaningful feedback. Feedback on homework can come in a variety of forms; whole class, individual, peer, verbal and written. The completion of homework tasks should also inform future planning.
- Praise pupils for homework endeavour and outcomes. This can take a number of forms: please refer to the rewards listed above.

Appendix 1: Exemplar of Year 7 History Homework Tasks

	Year 7	Year 8
Term 1 Sept - Oct	- Research about Roman baths – how were they used in cities such as Bath? - Research about Edwin Chadwick or Charles Booth – how did they help improve people's health? - Create a detailed drawing or model to show how bad conditions were in Industrial towns.	- Research more about the sugar trade in Jamaica from www.smithsonianmag.com/history/sugar-masters-in-a-new-world-5212993/ - Read more of Pepys diary entries, www.pepysdiary.com/encyclopedia/386/ - Create a detailed drawing or model of an industrial town from the 19th century.
Term 2 Oct-Dec	- Create a detailed drawing or make a model of a realistic Medieval Castle. - Research about the Crusades that followed the First, what happened? - Research about the Tower of London, what else can you find out that was not covered in class?	- Research more about the Peterloo Massacre using https://spartacus-educational.com/peterloo - Write a detailed description of what life would have been like for convicts who were transported to Australia. Create a detailed drawing or model of the Great Exhibition.
Term 3 Jan-Feb	- Research about the Black Death using the website www.bl.uk/learning/timeline/item103973.html - Write a story as if you lived in medieval times, describe what life was like at the time. - Create a detailed diagram or model to show how the Black Death affected Britain.	- For each lesson looking at the Victorians, visit www.tate.org.uk and www.royalacademy.org.uk/art-artists/name/richard-redgrave-ra and find pictures that link to the lesson. - Read through the National Archives Study on British rule in India at www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm. - Create a detailed drawing to sum up the period 1750-1900.
Term 4 Feb-Apr	- Create a detailed picture or model to show how London has changed over time. - Research more about Leonardo da Vinci using the website www.leonardodavinci.net - Research more about Martin Luther and his role during the Reformation.	- Research how immigration impacted on Britain between 1350-1550 using, www.englandsimmigrants.com - Write a story of migration through time. - Create a detailed drawing or model of a First World War trench.

Term 5 Apr-May	• Research more about Henry VIII and his six wives. • Research more about 'Bess of Hardwick' using the website www.nationaltrust.org.uk/hardwick/features/introducing-bess-of-hardwick • Create a detailed drawing or model of the Globe Theatre.	• Write a mini-biography about the life of Winston Churchill. • Watch the government propaganda film and describe the effect it would have had on British people at the time, www.iwm.org.uk/collections/item/object/1060022010 • Do further research about the laws that were passed by the Nazis between 1933 and 1939.
Term 6 Jun-Jul	• Find out about women's experience during the English Civil War using the website, www.nationalarchives.gov.uk/education/resources/women-english-civil-wars-source-4a • Carry out your own research to find out more about William Blathwayt or Mary Wynter. • Create a detailed drawing or model of the Taj Mahal.	• Research about different women involved in the suffrage campaign using www.suffrageresources.org.uk/database • Research at least one other campaigner (other than those studied in lessons) who campaigned for equal rights since the 1960s. • Carry out your own research project about an invention since 2000 that you think has had a major impact on society.

Appendix 2:

KS3 Retrieval practice Rota

Weeks 1 & 4	Weeks 2 & 5	Weeks 3 & 6
English	Maths	Science
History	Geography	French
Computing (Week 4 only)	DT Rotation (Week 2 only)	Art (Week 6 only)
Drama (Week 4 only)	RE (Week 2 only)	Music (Week 6 only)

