



Homework Policy

Swakeleys School for Girls

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Control Sheet

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Purpose:

Research has demonstrated that homework has a strong benefit on pupils' learning. There is some evidence highlighting that homework is most effective when used as a short and focussed intervention (e.g. a task linked to a particular element of learning). As a result strong impact on attainment can be achieved. Further evidence suggests that relating homework to **tasks carried out in the classroom** is important, homework being set as an integral part of learning rather than an add-on. To maximise impact, it is also important that pupils are provided with high quality feedback on their homework.

Why does Swakeleys School for Girls issue homework?

- Homework gives opportunity for pupils to develop the correct habits of study e.g. independent study skills and developing long term memory skills
- Teachers are able to set a wider range of tasks through setting homework and therefore producing a greater range of evidence of the pupils' progress and achievement
- Pupils are able to prepare for future learning in the classroom ("flip learning")
- Pupils can be encouraged to enrich their classroom learning

What does research tell us about homework?

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>)

- Homework has a positive impact on average (+ 5 months*), particularly with pupils in secondary schools
- 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)
- Homework that is linked to classroom work is more effective
- It is important to make the purpose of homework learning clear to pupils (e.g. to increase a specific area of knowledge)
- Most homework set is individual, studies involving collaboration with peers have higher effects (+6 months*)
- Studies involving digital technology typically have greater impact (+ 6 months*)

*The impact measure shows the number of additional months of progress made, on average, by children and young people who received the intervention, compared to similar children and young people who did not.

Building pupils' long term memory

At Swakeleys School for Girls it is imperative that homework is purposeful and supporting pupils to improve their long term memory. Research in memory suggests frequent recall of previously learned work is the most effective method of retaining information that pupils have previously learnt. We therefore use homework tasks to support the retrieval and consolidation of work covered in class.

Click here to learn more about retrieval <https://www.innerdrive.co.uk/blog/how-to-use-retrieval-practice/>

Click here to learn more about spaced learning <https://www.innerdrive.co.uk/blog/the-spacing-effect/>

Types of homework tasks

The below is not an exhaustive list but rather a range of tasks that would be deemed appropriate:

- **Consolidation** of work learned in class should be a priority when issuing homework. This could include Independent practice e.g. structured short-answer questions to consolidate learning in lessons, (quizzing, creating brain dumps/mind maps). These tasks can be self/peer assessed in class in order to reduce teacher workload
- Preparation for future learning (such as reading ahead and summarising or planning tasks for future activities). This is also known as flip learning.
- Revision activities which include exercises that may be set using digital platforms e.g. Seneca Learning, SPARKS for maths
- Wider reading tasks for enrichment or consolidation
- Vocabulary or key-facts learning
- Timed essays or extended pieces of writing
- Creative responses to learning e.g. creating a pamphlet
- Write-up of experiments or practical work
- Rehearsal which often occurs in practical subjects

How is homework set and how much homework should be set?

How homework is set

- Homework assignments will be allocated by subject teachers according to the homework timetable. Homework should only be set on the days according to the timetable. Homework timetables can be found at: G/School/Homework timetables and <https://swakeleys.hillingdon.sch.uk/parents/>
- It is advised that homework is set in the first half of the lesson to allow pupils to discuss the task(s) and clarify information/instructions
- Homework will be set using the school's dedicated homework platform Epraise. Click here to learn how to set homework on Epraise https://www.epraise.co.uk/index.php?view=guides_and_tutorials
Pupils have their own login and password to the site and can download the platform as an App on a smartphone or Epraise can be used on a computer
- Parents will be given access to Epraise to monitor their child's homework
- Homework instructions should be uploaded onto Epraise on the day the homework is set
- Activities are to be differentiated accordingly to ensure all pupils' learning needs are met
- Activities should state how long the activity should take (**30 minutes maximum is a useful guideline for a piece of homework**). Pupils should see the class teacher if the task takes significantly longer than advised

- A deadline for homework completion should be noted on Epraise
- Pupils should be given **at least 2 nights** in which to complete the homework task
- Homework should only be set using Epraise. Google classroom may be used to upload resources/set assignments but instructions must be set on Epraise to provide consistency and ensure that parents/carers can see homework information

How much homework should be set?

The research carried out by the Educational Endowment Fund (EEF) suggests the quality of the task set is more important than the quantity of work required from the pupil. There is

some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The grid below follows the research guidance where possible and timings are labelled “up to” to enable flexibility for the teacher when issuing tasks.

Keys stage/ Year Group	Hours per week	Other notes
Key stage 3 (Year 7 and 8)	<p>English – 2 pieces per week (up to 30 mins per piece)</p> <p>Maths – 1 piece per week (up to 30 mins per piece) (SPARX)</p> <p>Science – 2 pieces per week (up to 30 mins per piece) (Pupils aspiring to study triple science will receive additional homework).</p> <p>All other subjects – up to 30 minutes per homework (see table on page 5 for frequency)</p> <p>RE (once per fortnight)</p> <p>Performing arts, IT, DT and art homework will be set on a half termly basis in line with half termly topics</p>	<p>Year 7 pupils will receive no homework in their first two weeks of school.</p> <p>Year 7 pupils will only receive homework in core subjects (maths, English and science) from week 3 until the end of the autumn term</p> <p>No homework will be set during the calendared examination period and 2 weeks prior to the examination period</p>
Key stage 4 (Year 9, 10 and 11)	<p>English – 2 pieces per week (30-40 mins per piece)</p> <p>Maths - 1 piece per week (up to 60 minutes) (SPARX)</p> <p>Science - 2 pieces per week (30-40 mins per piece)</p> <p>All other subjects – 1 piece of homework per week (30-40mins)</p>	<p>No homework will be set during the calendared examination period and also 2 weeks prior to the examination period</p>

	Stage 3	Key Stage 4			Key Stage 5
	Years 7 & 8	9	10	11	<ul style="list-style-type: none"> Homework can be set every lesson but it should be a minimum of 2 lessons per week and checked for completion.
English	2 per week	2 per wk	2 per wk	2 per wk	
Maths	1 per week	1 per wk	1 per wk	1 per wk	
Science	2 per week	2 per wk	2 per wk	2 per wk	
MFL	1 per week	1 per wk	1 per wk	1 per wk	
Geography	1 per fortnight				
History	1 per fortnight	Options:			
RE	1 per fortnight	1 per week for all GCSEs/BTEC			
IT	1 per half term				
DT	1 per half term	For guidance on controlled assessment, curriculum areas should refer to their exam boards.			
Art	1 per half term				
P. Arts (Mu, Da, Dr)	1 per half term				

Homework in the 6th Form

It is obviously difficult to give precise guidance in the 6th form. One of the main reasons for this is that it is good practice for pupils to embark on a range of activities independently. Therefore, a student may complete the set work that needs to be completed for a deadline, but then spends time on collaborative work, long-term preparation for examinations, their own research and additional reading on areas of the subject that has sparked interest. Tasks are much more varied between subject areas and we therefore give autonomy to the teachers to decide upon quantity and types of tasks to be set.

How will the school support with homework?

- All tasks will be set on Epraise
- Where necessary, examples will be modelled in class and explained in order to support pupils with the tasks set for homework
- Pupils will not be asked to print any homework tasks
- Pupils will **have at least two nights** to complete tasks set
- There are the following supervised spaces in the LRC after school available for pupils wishing to complete homework using IT facilities
- Monday - Thursday 3.20pm - 4.30pm and Friday - 3.20pm - 4.15pm
- Year 11 have access to computer room 016 every lunchtime. Pupils are able to obtain a pass at the beginning of lunchtime. Year 11 Prefects may also use room 013 as a private study room during lunchtime
- Chromebooks will be made available to pupils who have no access to digital technology at home

How can parents support with homework?

- Parents will be able to track their child's homework via the Epraise platform. Click the link for more information
https://www.epraise.co.uk/index.php?view=guide_parent
- The homework timetable for each year group can be viewed on the school website
- Encourage your child to complete their tasks soon after returning home rather than late in the evening
- Sleep is a key factor in high performance. Ensure that your child has sufficient sleep. Research suggests 8-10 hours sleep is optimal
- A mobile phone is a distraction. Please remove their phone out of sight whilst they are completing homework
- If your child finds it difficult to complete homework at home or they would prefer a quiet space at school, please encourage them to use the school's after school homework club provision. See timings above

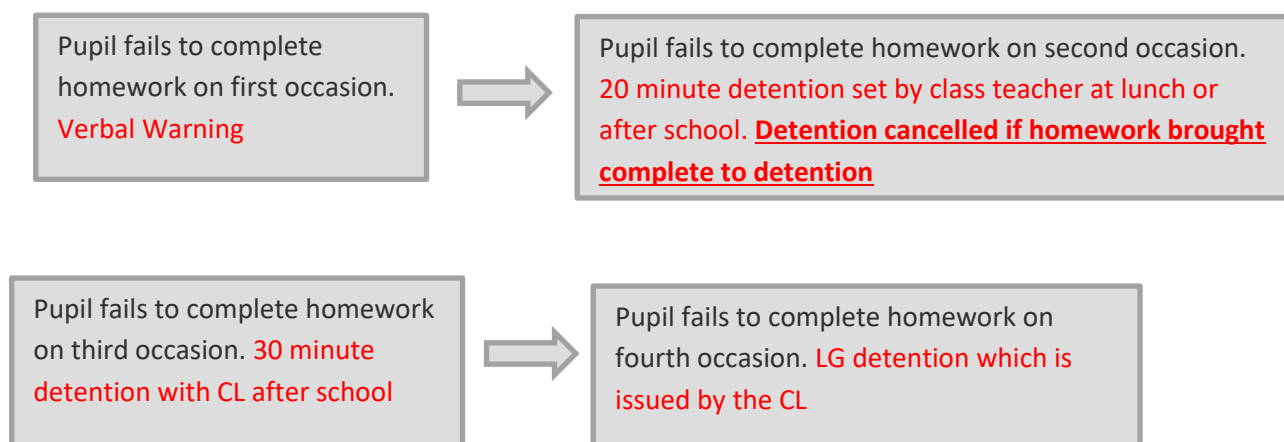
Feedback and Assessment:

- Feedback of homework will be assessed in any of the following ways and not necessarily by the teacher. Homework can be self-assessed, peer assessed, or assessed through online platforms such as SPARX for maths, Seneca Learning or Languagenut for MFL.
- Homework may be assessed for learning outcomes and may contribute to overall academic assessment. Homework will be commented upon through our reporting system

Meeting homework deadlines and sanctions

- Pupils may request extensions for legitimate reasons, such as illness or family emergencies. In all cases the onus is on the pupil to speak to the class teacher if they feel unable to meet a homework deadline
- Teachers have the discretion to grant extensions or make alternative arrangements in exceptional circumstances

Non-compliance:



At KS3 the above process will reset for all subjects at the end of each term except IT, DT, art and performing arts. At KS4 the above process will reset at the end of each term for all

subjects. If a pupil is persistently not completing homework they will be issued a homework report for a period agreed by the teacher and pupil. Parents/carers will also be contacted.