LYMM HIGH SCHOOL

Homework Policy

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Overview

"Homework is not an optional extra, but an essential part of a good education."
1999 White Paper, Excellence in Schools

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. There is no arguing that when a school's homework policy is properly administered, it makes a valuable contribution to children's learning.

Various studies from Hattie, PISA and others suggest effective homework improves academic outcomes. The Education Endowment Foundation states, 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.

Homework can enhance pupil learning and improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work in each curriculum area.

Not all homework is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Aims

Homework enables pupils to:

- consolidate and extend work covered in class or prepare for new learning activities;
- access resources not available in the classroom;
- enjoy further opportunity for independent work;
- show progress and understanding;
- provide feedback in the evaluation of teaching;
- enhance their study skills e.g. planning, time management and self-discipline;
- take ownership and responsibility for learning;
- engage parental co-operation and support;
- create channels for home-school dialogue.

Homework can be:

- Independent learning (including preparation for future lessons);
- Consolidation of work in class;
- Practice - learning by doing;
- Completion of coursework assignments;
- Research;
- Reading;
- Interviews;
- Drawing;
- Using ICT;
- Recording.

What should be considered when setting homework?

- Planned and focused activities are more beneficial than homework which is not linked to class activities or irrelevant to learning outcomes. We would not expect to see homework set that is not rooted in the curriculum, and research outlines the importance of ensuring that homework is an integral part of learning, rather than an add-on.
- It should never be used as a punishment or penalty for poor performance.
- Homework should never be easy; if it is not challenging, it is unlikely to have impact.
- The quality of homework is more important than the quantity. Where appropriate, pupils should receive specific and timely feedback on homework, whether that be whole class review, peer assessment, self-assessment or indeed teacher marking.
- The purpose of homework should be made clear to children e.g. to increase a specific area of knowledge, or fluency in a particular area.
- In line with the expectations of our knowledge-rich curriculum, we advocate that teachers set homework that supports children's retention of information over time. For example, a teacher might set 30 minutes' worth of self-quizzing on a particular knowledge organiser, and then quiz the students in class afterwards. Alternatively, students might write an essay that references the information they self-quizzed on. This is an example of how effective homework can support learning over time.
- Homework can be effectively used as a mechanism for revisiting previously taught information or skills. For example, a Term 3 homework might see you asking students to write a summary of a text or topic they studied in Term 1. You could also use homework tasks that direct students to make links and draw comparisons between topics that they studied over a long period of time.

What is Class Charts?

Class Charts is a single app that is used for attendance and tracking rewards and sanctions as well as setting and tracking homework. We use the app to ensure that homework is set, and its details communicated with students and parents alike. Teachers use it to set homework quickly, and ensure the learners and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

Students should not be expected to complete work that has not been on Class Charts for a reasonable amount of time before its proposed completion date.

How can homework be accessed?

Homework can be accessed by teachers, students and parents in the following ways:

- Please go to www.classcharts.com to log in to your teacher, parent or student account, or alternatively download the 'Class Charts' app via android or ios. For first-time log ins, you will need a unique PIN which is provided by the school.
- A personalised homework calendar is available for all users, including students and parents. Once logged in, the user can only see their own homework schedule.
- There are free iPhone and Android apps available for students and parents.
- The Class Charts website works on all devices using a modern browser such as IE 8+, Safari, Chrome and Firefox.

Expectations: How much and by whom?

The following has been provided as *guidance* with regards to the amount of time homework should take, and the frequency with which it should be set. However, it is important to consider the *quality* of the work set and completed, rather than the *quantity*. The suggested completion times below are a weekly average and the amount set may vary from week to week.

Please note that the following is a weekly average and the time will vary from week to week:

KEY STAGE 3

Subject	Y7	Y8	Y9	Frequency set
English	2x 30 mins	2x 30 mins	2x 45 mins	Weekly
Maths	2x 30 mins	2x 30 mins	2x 45 mins	Weekly
Science	1x 45 mins	1x 45 mins	1x 45 mins	Weekly
Geography	1x 30 mins	30 mins	45 mins	Fortnightly
History	30 mins	30 mins	45 mins	Fortnightly
R.S.	15 mins	15 mins	20 mins	Fortnightly
French	45 mins	45 mins	45 mins	Weekly
Second Language	N/A	1x 45 mins	1x 45 mins	Weekly
Art	30 mins	30 mins	30 mins	Half termly
Technology	30 mins	30 mins	30 mins	Half termly
ICT	1 x 15 mins	1 x 30 mins	1 x 30 mins	Half termly
Performing Arts	1 x 30 mins	1 x 30 mins	1 x 30 mins	Half termly

As a rule, homework will not be set in PE unless revision is required before the assessment period, or if there is a project that requires additional work outside of class, in which case students will be provided with specific details via Class Charts.

Performing Arts incorporates Music, Drama and Dance.

Homework set half termly will be project based and run alongside the class curriculum.

In addition to the work set in class, all students in Key Stage 3 are expected to regularly revise and review their notes, whether explicitly directed to by the teacher or not. Guidance on how to self-quiz is available on our website, as are copies of all Knowledge Organisers.

Students should also seek enrichment opportunities and challenges, as set out in our Leadership Ladder.

They are also expected to read for pleasure for at least 20 minutes a night. In addition to the inherent value of reading for pleasure, reading broadly and regularly improves children's wider knowledge of the world, and significantly benefits their vocabulary. ***Reading will be monitored by parents and not directly supervised by teachers (except where Sparx Reader homework is set by English teachers).***

Students should never be in a position where they can honestly say that they have "no homework" – it is an expectation that students engage fully with knowledge organisers, and as these are given out in full at the start of the year, "pre-reading" (i.e. reading ahead) and self-quizzing supports their preparation for the next steps of their learning. If children do not have any explicitly set homework to complete, they should use their knowledge organisers to study independently.

KEY STAGE 4

Please note that the following is a weekly average and the time will vary from week to week:

	Y10	Y11	Frequency
English	2 x 60 mins	2 x 60 mins	Weekly
Maths	2 x 50 mins	2 x 50 mins	Weekly

	Science	3 x 45 mins	3 x 45 mins	Weekly
	Option subjects will have 60 minutes homework per week, per subject as appropriate and dependent upon revision, examination schedule and controlled assessments. In addition to the work set in class, all students in Key Stage 4 are expected to read for pleasure for a minimum of 30 minutes a night; this will be monitored by parents and not directly supervised by teachers. Students should never be in a position where they can honestly say that they have "no homework" – it is an expectation that students engage fully with knowledge organisers, and as these are given out in full at the start of the year, "pre-reading" (i.e. reading ahead) and self-quizzing supports their preparation for the next steps of their learning. If children do not have any explicitly set homework to complete, they should use their knowledge organisers to study independently. Students taking GCSEs and BTECs will have a lot of information imparted across at least two years to commit to long term memory; they should spend additional time with their notes and knowledge organisers, self-quizzing and practising information retrieval. As students embark upon their KS4 qualifications, homework may partially take the form of online practice such as GCSE Pod, Seneca Learning and/or Tassomai, which they complete on their phone or tablet. If students are not able to access this software, they should speak to their Head of Year or a member of SLT, who will help to resolve the issue.			

Sixth Form Independent Study

"Every hour in the classroom should be matched by two hours of private study"

As a full time student at Lymm High Sixth Form, everyone will be expected to study outside of lessons. A study by Cambridge Assessment found that: Independent study at A Level helps students **"deepen and broaden their understanding of topics"** and better prepare for higher-level study. This additional study is therefore essential if students are to achieve or exceed their target grade, and will help the preparation for university study.

Homework is set in order to:

- Reinforce and consolidate work covered in lessons
- Encourage independent and reflective learning
- Develop a deeper knowledge and understanding
- Prepare students for future lessons or assessments
- Promote an interest and joy in learning
- Enable teachers in to make a judgement about students' progress and level of attainment.

Homework will be varied in terms of tasks but it will always be relevant to students' courses with vocational courses often constituting on-going work on students' assignments. We recommend that KS5 students studying level 3 courses should complete independent study for a **minimum of eight hours per subject per week** outside of lessons. To support independent study, in addition to taught lessons, students are timetabled for an additional four hours of Supervised Study Periods (SSPs) where they work in silence (without access to mobile phones).

For each lesson taught, a student should spend **one hour consolidating their understanding**, which could include (but is not limited to), reading over notes, creating revision resources (flash cards), or applying their knowledge to practice exam questions. Students should also spend one hour preparing for their next lesson, which could include (but is not limited to), reading a set text, engaging with a set activity and making notes/questions to ask in the next lesson. For a student studying three A levels, this equates to 40 hours per week of study (i.e. four hours of lessons, four hours of SSPs and eight hours of independent study for each subject).

During periods in which there are examinations or controlled assessments, homework will normally be to revise, with the major emphasis on completing past exam questions to fully prepare students for external examinations. Access to past papers is via the school intranet or specific exam boards.

Students are expected to work hard outside of lessons and we will work in partnership with our students and their families to ensure academic success. If students do not do this, we will take supportive steps to help them, which could involve (although not limited to) the student being placed on an Additional Support Plan (ASP) which converts all timetabled non-contact time to additional supervised study. Should this be unsuccessful, we will ultimately reconsider the student's place at the Sixth Form. This will involve progress reports being sent home on a half termly basis and families ~~parents~~ will be contacted should any concerns arise.

Responsibilities

The role of the pupil:

- To listen to homework instructions in class.
- To visit Class Charts (school homework calendar via the school website).
- To download the Class Charts Apple or Android app if they have a smart phone to see their homework.
- To ensure that homework is completed and handed in to meet the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.

The role of the Form Tutor:

- To include homework in pupil mentoring where appropriate.
- To check the students know where to access the school homework.
- To note and respond to any comments received by parents.

The role of the Class Teacher:

- The class teacher controls the direction of homework and the nature of tasks undertaken.
- Ensures that homework is set on Class Charts for all classes.
- Set homework according to Lymm High School's Homework Policy.
- Provide the stimulus.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Mark and return all homework promptly.
- Provide help and support.
- Inform the Head of Faculty or Head of Subject as appropriate, when problems arise.

The role of the Sixth Form Team and Academic and Support Officer

- To provide after school and lunchtime opportunities for independent study.

The role of the Head of Faculty/Head of Subject:

- To seek to enhance the quality of homework set.
- To monitor and evaluate homework policy within their curriculum area.
- To praise accordingly students that consistently do homework and highlight the learners that need support.

The role of SLT member responsible for homework:

- To provide staff, pupils and parents with the necessary homework documentation.
- To develop classroom practice to enhance homework across the school.
- To review on a termly basis the school homework policy.
- To monitor and evaluate the school homework policy.

The role of Parents/carers:

The role of the parent/carer is crucial if a child is to gain success from homework. Reinforcing its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by:

- Providing a table, chair and a quiet place to work, which is well lit.
- Negotiating with the student when homework is to be done as a student's free time is important too.
- Checking the time spent on individual tasks.

- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
- Checking presentation and content of all homework being returned to school.
- Monitoring the Class Charts site with regards to the setting and completion of the homework.
- Providing the school with information about any problems through contacting the class teacher directly.

Monitoring of Homework through Class Charts:
Homework is very much a school-wide topic. Therefore it requires a consistent approach across the school. It must be easy for all stakeholders to have an overview of homework as time is very limited. To ensure that everyone meets the homework guidelines set, we have the following options to monitor homework.

Classroom teachers / form tutors:
- Using Class Charts teachers can keep a record of all the homework set daily, weekly, termly and yearly.
- Teachers can keep a record of student submissions to see quickly who has completed or missed homework deadlines.
- Teachers can search for any student they teach or at the school and see the homework the student has been set at any time.
- All teaching staff have access to the school homework reports which are designed to save time and can be exported to Excel.

Head of Faculty/ Head of Subjects:
- Use the homework reports provided by Class Charts to see how much / little homework has been set in the faculty/department quickly and accurately.
- Identify learners that are persistently missing deadlines.
- As a Head of Faculty / Head of Subject or Head of Year, see quickly how your cohort is engaging with homework across subjects.
- Deep dive into the quality of homework set by colleagues in your Faculty at any time without having to request for homework samples.
- Use the homework reports to ensure homework is consistently set and the quality is up to the standard and expectations required.
- Ensure colleagues in your Faculty save time by encouraging collaboration and using homework already created by the department more effectively.

Teaching Assistants/ support staff:
- Use the homework reports provided by Class Charts to see how much / little homework individual learners have been set.
- See very quickly what homework individual learners have been set and be able to share this information quickly and effectively with parent/carers.
- Use Class Charts to plan relevant support and preparation work required to support the learners more effectively.

Senior Leaders:
- Use the homework reports provided by Class Charts to quickly measure against the expectations outlined for homework.
- Identify learners that are persistently missing deadlines.
- Deep dive into the quality of homework set by colleagues across the school at any time without having to request for homework samples.
- Use the homework reports to ensure homework is consistently set and the quality is up to the standard and expectations required.

- Share half-termly homework statistics across the school.
- Reduce homework excuses and parental complaints by providing a consistent message regarding homework and expectations.
- Use Class Charts to reach and communicate with hard to reach parents.

Students and Class Charts:

Class Charts makes it easy to for students to see how much homework and the details of homework they have at any given time:

  - By logging in, the student can see a personalised homework calendar.
  - By downloading the iPhone or Android app, students get reminders and push notifications about homework deadlines.
  - Class Charts also works on all modern browsers and devices and also with a 3G connection ensuring homework is accessible anytime, anywhere.
- Students have the option to print homework at school should the resources not be available at home.
- Students can look at the homework calendar to plan their time better and avoid missing deadlines.

Parents and Class Charts:

- Class Charts makes it easy to for parents to monitor school homework via:
  - The school website (no login required)
  - By logging in, the parent/carer can see a personalised homework calendar.
  - By downloading the iPhone or Android app, parents get reminders and push notifications about homework deadlines for the learner.
  - Class Charts also works on all modern browsers and devices and also with a 3G connection ensuring homework is accessible anytime, anywhere.

Evaluation / Reviews:

- Where issues with regard to the setting of homework are revealed as part of the monitoring process, SLT will need to have discussions with the relevant staff and HOF, provide support where necessary to remedy the situation and instigate further monitoring if needed to check that the intervention has been effective.
- Homework reports will be checked on a weekly basis. These same reports are available for all staff to see and view anytime by clicking the homework reports button once logged in.
- Homework statistics and parental feedback / surveys should be carried out regularly. It is key the results from these surveys are shared and the findings that stem from them should be actioned.

Homework Sanctions
Y7 – 11 Students

Class teachers should always follow up any issue with incomplete homework, seeking further understanding as to why this has not been done from the student.

Where necessary additional support for the class teacher can be sought from the Head of Subject or Head of Faculty.

Sixth form students

Where homework or lack of effort becomes an issue the following action will be taken for Sixth Form students -

Stage	Issue	Staff Action	Student consequences
Warning	Student fails to submit homework	Log on Class Charts as a Negative - Homework. The Sixth form team will monitor negative points each week.	Student required to hand work in when staff requested.
1	Student fails to complete homework, second occasion (or raised in more than one subject)	Log on Class Charts as a Negative - Homework. The Sixth form team will monitor negative points each week.	Class Teacher will request the student stays in during break / lunch time / after school to complete missed work. Students with two negative points in a week will be placed in office hours.
2	Homework is persistently handed in late	Log on Class Charts as a Negative - Homework. The Sixth form team will monitor negative points each week. Parents contacted – telephone call from subject teacher, HOF informed.	Required to stay in during lunchtime to complete missed work and have warning from HOF, parents informed by Subject teacher / HOF. Students with two negative points in a week will be placed in office hours.
3	Student fails to complete homework, third occasion (or raised persistently in more than one subject)	Student referred to sixth form team, student allocated supervised study periods on timetable to catch up missed work, parents informed.	Lose study periods and have to be supervised during study times, unable to leave school before 3.10pm
4	Student fails to complete homework, fourth occasion (or raised persistently in more than one subject)	Parents invited in to meet with Head of Year, placed on contract to be reviewed weekly.	Student continues to lose all study periods and is allocated study periods in N106, cannot leave before 3.10pm and is monitored on a contract by HOY.
5	Continued persistent lack of homework / effort	Interview with Head of Sixth Form and parents and student	Failure to meet expectations will ultimately put the student's position in the Sixth Form at risk

Incentives:

High quality homework and a good ethos should be sensitively praised in class and rewards given via Class Charts (hall points) should reflect this.

Where appropriate, homework should be included in display work. For example, Subjects may wish to exhibit work for 'Homework of the week' or include in 'Wall of Fame' approaches to feedback. Credits and rewards for achievement and sustained effort may be rewarded for good homework. For exceptional pieces of homework, a praise postcard may also be sent home.

Homework CPD:

CPD is available via the Class Charts to support students and parents with accessing homework, and the may other features of the website.

Useful guides are linked here:

- Pupil Quickstart Guide
- Parent Quickstart Guide