



THE NELSON THOMLINSON SCHOOL

HOMEWORK POLICY REVISED JUNE 2022

Signed by Headmaster:

Signed by Co-Chair of Governors:

Reviewed by Curriculum Teaching and Learning Committee:

23 June 2022

Next review:

June 2023

Principles

Correctly used, homework is an important part of the learning process. It involves pupils more in their own learning and encourages them to take greater responsibility for it. It helps them become more self-reliant and independent. It can enhance pupil progress, and raise achievement. It can help parents to take a more active part in their children's progress. Finally, it can lead to more effective use of lesson time.

There are five general principles that support the use of homework at NTS. They support the notion that homework helps develop our pupils and students as independent learners. As a result, homework should always be:

- **Timely** – the right amount on the right day
- **Regular** – to support a routine that encourages time management and self-responsibility
- **Motivating** – we want pupils to want to learn so that they improve over time
- **Purposeful** – there must be a clear outcome from the work that supports learning
- **Differentiated** – where possible

Procedures

When setting homework, we will all use Edulink, and must ensure that:

1. The instructions for pupils to follow are clear and easy to understand
2. The deadline for completion is clear
3. The average expected time to be spent on the task is clear

Pupils may also be given a reminder to enter into their planner (2022-2023 only), “check Edulink, deadline = xxx). It is best practice for teachers **not** to leave the setting of homework until the last few minutes of the lesson.

Homework types

It is school policy that homework should be set in line with the homework timetable. However, it is important that it should be set with a purpose and not simply as a matter of course. Very occasionally, a teacher may, therefore, choose not to set homework but this should be regarded as the exception rather than the rule.

In general, a homework assignment can serve one or more of the following purposes:

- **Consolidation** to check the security of knowledge and understanding of subject concepts and content that has recently, or previously, been covered in lessons.
- **Preparation** so that the next lesson can take a more interactive form. This might take the form of reading, research, observational studies or project development. (Sometimes referred to as “flipped learning”.)
- **Practice** in various skills – for example mathematical, linguistic, note-making or essay writing.
- **Learning** a stated section of work for a test.
- **Developing study skills** - especially revision. Good homework may also develop self-confidence, self-discipline and a motivation to succeed.
- Saving time in class, e.g. performing tasks that do not require teacher supervision/guidance/input.

Occasionally, homework that consists of merely finishing a piece of classwork may be set, but this should not be the norm. (It can mean that hard-working students end up with comparatively little to do. It can also penalise slower workers.) Homework should never be set as a punishment.

There are ten types of homework activity used across the NTS curriculum.

<p>1. Consolidation activities</p> <ul style="list-style-type: none"> a. Analyse, evaluate and reflect b. Exam preparation c. Capturing all previous learning in one activity 	<p>2. Learning activities</p> <ul style="list-style-type: none"> a. Factual recall b. New terminology c. Memorising through revision
<p>3. Research activities</p> <ul style="list-style-type: none"> a. Gathering information b. Organisation of information c. Steps in a larger project 	<p>4. Creative activities</p> <ul style="list-style-type: none"> a. Quizzes on a topic to test each other b. Extended projects c. Revision toolkits
<p>5. Extended outcome activities</p> <ul style="list-style-type: none"> a. Written work developing knowledge, understanding and skills gained in lessons b. Develop wider awareness 	<p>6. On-line activities</p> <ul style="list-style-type: none"> a. A range of platforms, such as Moodle, Kerboodle, Bitesize, Everlearner, Seneca b. Watching on-line tutorials
<p>7. Literacy practice</p> <ul style="list-style-type: none"> a. Spelling, punctuation and grammar b. Reading for next lesson 	<p>8. Preparation activities</p> <ul style="list-style-type: none"> a. Organising ingredients b. Planning
<p>9. Teacher set, or pupil choice activities</p> <ul style="list-style-type: none"> a. Homework challenges b. Choice boards 	<p>10. Practice tasks</p> <ul style="list-style-type: none"> a. Repetition of processes, such as map skills and solving Maths problems

Normal Pattern

The volume of homework each pupil receives is determined by the homework timetable. **Subject specific allocations are available on request.** However, the majority of pupils will receive homework as follows:

Key Stage 3:

On average, each pupil will receive one or two homeworks per night per week. Subjects with more than one lesson per week may set two homeworks per week, e.g. Science may set 2 short, or 1 long homework task per week. Subjects with one lesson per week, e.g. RE, may set homework once per fortnight. Practical subjects, e.g. Music and Technology may set homework in the form of projects that will run over each curriculum module.

The notional *minimum* average time that pupils are expected to spend on each homework task is as follows:

- Year 7: 20 minutes
- Year 8: 25 minutes
- Year 9: 30 minutes

Key Stage 4:

Most subjects have 2 homework sessions per week, with each piece being 30 to 45 minutes on average. Teachers may choose to set both homework tasks at once, and pupils are expected to manage their time accordingly. Teachers may also choose to set 1 longer homework task instead of 2 tasks. Practical subjects, e.g. Art and Technology usually set homework assignments once per week, with the duration being extended accordingly. Exceptions are PSHRE and Games, where none is set.

Sixth Form:

In the Sixth Form, students are expected to complete at least 2 hours homework per week per subject. This is because most subjects have two teachers, and each one will set homework. The volume of homework per subject per week may rise in Year 13, especially where coursework/NEA forms part of a subject.

All sixth-formers are also expected to use their study periods effectively. This time should be used for:

- 'Reading around the subject' – independent learning to enhance knowledge and understanding of the key concepts covered during lessons
- Homework development – ensuring that all necessary information is collected **before** starting a homework task. Study periods **should not** be used for the actual completion of any homework tasks.
- Completing extended tasks, or projects
- Developing coursework – in-line with specific-subject requirements

Student Planners

For 2022-23 all pupils/students will be issued with a slim-line, pocket-sized planner in which homework reminders should be recorded day by day. The reminder should include:

1. Subject
2. Deadline for completion
3. Where to find the homework (this should be related to Edulink)

The planner has three main uses:

- It serves as an aide-memoire to the pupil, helping with the organisation of books etc.
- It serves as a record for the pupil (and the form tutor) of the work set
- It should help parents to become involved with their child's learning by enabling a review of the homework that has been set

Parents are requested to sign the planner each week. Form tutors should check this weekly. It can also be used by tutors as a way of bringing pressure to bear on individuals whose work is reported as unsatisfactory. They can be asked to produce the planner at registration each morning, correctly completed, together with the homework that has been done the night before.

Marking and monitoring

Homework should be checked promptly by subject teachers, even if detailed marking is delayed for some reason. Unsatisfactory completion should be met with action by the subject teacher. Poor completion of homework over a longer period should be referred to the Head of Department in the first instance. Form tutors and Year Heads should be involved if the problem persists.

For quality assurance, SMT and Heads of Department undertake regular work scrutiny. This will monitor the quality of homework set, and the standard of pupil response. The quality of marking and feedback should also be monitored. Heads of Year should sample pupil planners to ensure that all pupils are using their planner properly.

Revised:

NP/ARW, June 2022