

Tarporley High School and Sixth Form College

Homework Policy



INTRODUCTION

Our Homework policy is founded on the principle that homework should be purposeful, clear and should complement a sequence of learning enabling students to apply and consolidate their knowledge and skills. We recognise that homework can take many forms and may include revision, knowledge retrieval, application of learning or preparation for or practice of a specific skill.

VISION

Homework at Tarporley High School enables all students to progress and provides students with purposeful opportunities to consolidate learning. Homework is embedded into classroom routines, valued by teachers and students and prepares students for later demands of exam preparation as they move through the school.

RESEARCH BASE

The evidence base that informed our understanding of effective Homework includes:

- **Cooper, H., Robinson, J. C., & Patall, E. A. (2006)**
“Does Homework Improve Academic Achievement? A Synthesis of Research, 1987–2003”
- **Castelino, Jovita, M. (2024)** *The Homework Conundrum: How to Stop the Dog From Eating Homework (The Teacher CPD Academy)*
- **Education Endowment Foundation (EEF)** *“Homework – Teaching and Learning Toolkit”*
- **Hattie, J. (2009)** *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement”*

EFFECTIVE HOMEWORK SETTING PRINCIPLES

“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.” (EEF)

“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).” (EEF)

Effective Homework setting is wholly reliant on its design and link to classroom learning and the Curriculum.

Therefore homework setting is most effective when:

- Well-designed tasks are linked to classroom learning
- It focuses on practice and consolidation
- It focuses on key knowledge
- Homework design promotes deep thinking
- It develops independent learning skills
- It supports learning but does not replace teaching (complex ideas should not be introduced)
- The aims of the Homework are clearly explained to students
- Barriers to completion are taken into account, understood and addressed
- There is high-quality feedback following completion to support student progress
- Homework is monitored for engagement, progress and attainment

As John Hattie argues, “Poorly designed homework has minimal or no benefit” to students and “the effects of homework are stronger when there is feedback.”

EXAMPLES OF EFFECTIVE HOMEWORK

- Practice and consolidation of core skills e.g. Completion of mathematical equations/analytical paragraphs/rehearsal of practical skills
- Exam/Assessment practice
- Retrieval practice e.g. Use of Carousel Learning quizzes and/or Study Packs
- Structured guided tasks e.g. Students work through a series of questions/tasks
- Directed revision e.g. completion of flashcards to consolidate knowledge and understanding
- Interleaved practice – students asked to revisit previously studied topics to strengthen memory
- Guided reading comprehension – reading set with specific questions to focus on

EXAMPLES OF LESS EFFECTIVE HOMEWORK STRATEGIES

- Tasks not linked to current learning (unless part of planned interleaving)
- Homework with no feedback
- Research Homework with no clear parameters
- Copying notes from a textbook
- Large amounts of repetitive worksheets

Rob Coe argues that poor proxies for learning can include:

- Completed worksheets
- Neat presentation

Coe reminds us that completed homework does not necessarily equate to learning so we must always consider the learning value of any homework set.

SETTING AND FREQUENCY

All homework must be recorded on EduLink so that students have access to all the information they require to complete homework

Homework should be set on the day allocated by the homework timetable so that homework is spread out across the 10-day timetable cycle. **However, this does not indicate that homework must be set each time on that day, the amount of homework set is determined by the frequency guidance below.**

Key Stage 3

- English, Maths, Science and Languages: one homework per week
- Other Subjects: a minimum of two homeworks per half term
- There will be guided revision and preparation for all key assessments

Key Stage 4

- English and Maths: at least one homework per week
- Biology, Physics and Chemistry: one homework per two week timetable cycle
- Option Subjects: a minimum of one homework per two week timetable cycle
- There will be guided revision and preparation for all key assessments

REWARDS AND SANCTIONS

SANCTIONS

Teachers should monitor the completion of homework and record a failure to complete homework through a Homework Conduct Point. Persistent failure to complete homework should be dealt with in line with the behaviour policy:

- Repair Stage- e.g. conversations and informal repair, break or lunch repair, parental contact.
- System Stage- e.g. department lunchtime repair, subject leader parental contact.

Homework conduct points are separate from out of lesson conduct points for the purposes of sanctions and reporting

Homework Conduct Points will be reported to parents via AP1, AP2 and Summative Reports

REWARDS

Teachers, subjects, and year teams should recognise and celebrate good homework. Praise can be given through:

- Verbal praise
- Communication home (phone email, postcards)
- Parents Evenings
- Tutor Time
- STAR Day discussions
- Key Stage Awards Evenings
- Rewards Assemblies
- Reports

INCLUSION AND HOMEWORK

We recognise that homework presents significant challenges for some learners.

Teachers will ensure that homework contains adapted support to allow all learners to access it. For example, homework may include sentence starters, key word lists, modelled examples and other scaffolded support that allows all learners to be included.

Teachers will be expected to set expected completion time for homework. This will allow all students to plan out the appropriate amount of time to spend on each piece of homework.

In certain cases, it may be agreed that a student is set homework in a smaller number of subjects. This will be agreed with the SENCO and communicated to relevant staff.

We offer homework support on a Wednesday afternoon between 2.15pm and 4pm. This support be accessed by contacting the SENCO. In addition, students can also access the school library, use space in the canteen during lunch or break. Should students have any concerns about completing homework they should speak to the teacher who has set the homework or their form tutor, who will be able to provide help and guidance.

The EEF states: “surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.”