



THE WEALD SCHOOL HOMEWORK POLICY

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Signed by Chair of Committee:	

THE WEALD SCHOOL HOMEWORK POLICY

Our intent

For homework to embed, extend and enrich students' learning over time. It will play a central role in our students' journey to independence and self-regulation. It has a crucial curricular role to support our students in being able to know, remember and do more.

Our intent is informed by research which shows that effective homework can lead to five months' additional progress (up to eight months in some cases) (EEF). Studies found that the scores of students who received homework, compared to those who did not, were on average 62% higher. The optimum quantity is 1-2 hours/day (30 minutes/subject), with impact declining as duration increases. Homework is shown to have a greater impact on secondary students, with rote learning, practice or rehearsal being particularly effective. Homework is most effective when it is frequent, short and focused on knowledge, which is integrated into lessons. Specific and task-orientated (open ended, problem solving tasks have lower effect sizes; especially for younger, lower prior attaining students).

The Purpose of Homework

- To consolidate knowledge
- To practise and apply skills and techniques
- To enrich the core curriculum through depth, breadth or engagement
- To develop confidence in learning independently
- To support GCSE and A-Level NEA (non examined content i.e. coursework)

The balance between these purposes reflects their impact on student performance. Therefore, the most frequent homework task set will be consolidation of knowledge, to support students' regular review of the curriculum with KOs (Knowledge Organisers) and PLCs (Personal Learning Checklists). These should ideally be RED review tasks, which ask students to use:

- **Retrieval practice** working from memory
- **Elaboration** to explain what learning means and how it connects
- **Dual coding** which uses diagrams and imagery as prompts to support understanding of the content.

Enrichment tasks with open ended, independent learning tasks, will be used less frequently because they should only be set once students are sufficiently proficient in a topic.

What Parents and Students Should Expect

All homework tasks will be linked to the above aspects of purpose. Much of this work will not be given feedback by teachers. The majority of homework will be assessed through low stakes tests of the knowledge and skills that students have revised, learned or practised. This will provide students with feedback on how effectively they are working. Where it is given feedback this might be verbal or whole-class feedback which students then act on to check and correct their work.

We do not have a homework timetable as teachers will set homework that best complements the progress of their class through the curriculum. However, every student at The Weald can expect to be given homework on a **regular** basis. Students at KS3 will be set homework less regularly than at KS4 and KS5 to reflect the timings below. Maths, English and Science will set more homework at KS3 than non-core subjects, with greater equity at KS4, to reflect curriculum time weighting.

Homework will be recorded on the homework website. This will display deadlines, what the task is and provide any supporting materials. Teachers will apply sanctions and put support in place where homework is not at the required standard or is not completed by the requested deadline.

The Weald recommends students spend the following amounts of time on homework:

Years 7 and 8 - 50 - 60 minutes a day.

Years 9, 10 and 11 - 1½ to 2 hours a day. Nearer the former in Year 9, the latter in Year 11.

'Independent Study Time' for Years 12 and 13 - A minimum of 4 hours per subject per week in Year 12, rising to 5 hours per subject in Year 13. There is an expectation that some of this work will be completed in school time during study periods.

In some holidays in years 10, 11, 12 and 13 homework will be set to support students with preparing for examinations or NEA.

The Role of Teachers

- To set clearly defined tasks which relate to the purposes outlined above.
- To set regular RED (Retrieval, Elaboration and Dual Coding) review homework tasks which use KOs (Knowledge Organisers) and PLCs (Personal Learning Checklists) provided to students.
- To plan and set consolidation of learning tasks shortly after and then at increasingly spaced out intervals after a topic has been initially studied. The most effective self-regulating homework tasks consolidate learning so students:
 1. Reflect on and reinforce their learning very soon after the lesson
 2. Build strong memories by going over knowledge at a few spaced out times after the lesson
 3. Retrieve learning from memory at an increasingly long time after the lesson.(See Appendix 1)
- To provide feedback to students on their work; this will predominantly be through low stakes testing or verbal/whole-class feedback.
- To be clear about what is expected and the best ways to achieve this - this should ideally mean modelling success to students before requiring them to do it alone. This is especially important for 'desirable difficulty' tasks such as those which form RED review.
- To write clear instructions on the homework website.
- To provide materials to support students with their homework as appropriate and required by the needs of individual students.
- To plan how homework enriches the broader curriculum and builds students' 'cultural capital'. This should be knowledge which deliberately takes students beyond their horizons and the relevance or interests of their own lives. These tasks may include:
 1. Reference to the 'engaging questions' which sit at the heart of each half term's curriculum
 2. Include regular challenging subject specialist reading tasks
 3. Curriculum 'must do/see/reads'- a range of tasks and experiences to see, read, do, watch etc, which enrich each subjects' core curriculum. Most will be virtual or accessible online. However, some could suggest local or national sites and visits. Reading should be tied in with the library catalogue and encourage student loans.
- To apply sanctions in line with school policy when homework is not done, deadlines are missed or work is not at the required standard.
- To be mindful of students and their families when setting deadlines. Sometimes it may be necessary to set short deadlines but as much as possible students should have 3 school days to complete any tasks. Homework will not be set on a Friday and be due in for a Monday.

Consolidation Homework Task Bank

24 examples of consolidation of learning homework tasks which support students' RED review to:

1. Reflect on and reinforce their learning very soon after the lesson
2. Build strong memories by going over knowledge at a few spaced out times after the lesson
3. Retrieve learning from memory at an increasingly long time after the lesson.

1. Reflect on and reinforce learning very soon after the lesson

A. Go through class notes and highlight any words you are unsure of and create a glossary of them - use KO or teacher definitions.	B. Use the Cornell notes system to summarise your notes in your own words.	C. Pick any type of graphic organiser to summarise your notes in your own words.	D. Read through your class notes and without looking at them create a three to five point summary of them in your own words.	E. Highlight one or two things you are unsure of or did not quite understand and ask your teacher about it next time you see them or over email.	F. Find new words you learnt and practise writing or saying them out loud, in new sentences, explaining them in your own words.	G. Write out the keywords from the lesson and create either a word web for them or complete a Frayer model for each new word.	H. Find as many ways as you can that knowledge from last lesson compares or connects to knowledge in other lessons in that subject or others.
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2. Build strong memories by going over knowledge at a few spaced out times after the lesson

A. Create knowledge quiz questions with answers on knowledge from a few lessons ago. Test yourself or another student using them.	B. Go back to any of the summaries you made after the lesson and recreate them into a different format (Cornell notes or graphic organisers).	C. Go back to any of the summaries you made after the lesson - try to reduce it to key words and pictures (stick man style), simple symbols or a diagram.	D. Go back to something you learnt or a summary of your notes you wrote a while ago and, without looking, try to explain it in your own words again. Do this in writing or out loud.	E. Use an online App like Seneca Learning and find your Key Stage/Exam Specification and topics to go back over them using the materials and quizzes.	F. Go back through your work to find questions and practise them again (do not look at your first answers). As you practise, ask yourself questions: <i>What do I need to do? How long do I have? How will I do this?</i>	G. Go back to knowledge or summaries from a previous lesson and create a way to remember them in the future. Choose from an analogy , mnemonic or story/allegory.	H. Create flashcards of knowledge from previous lessons with words, dates, terms, equations or questions on one side and then the event, definition, explanation or answer on the other side.
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3. Retrieve learning from memory at an increasingly long time after the lesson

A. Keep adding to and going back to quizzes, answering them from memory and checking your answer. Do this alone, swap your quizzes with friends or ask your family to test you.	B. Go back to any summaries you made and use the look, cover, write, check method until you can retrieve it from memory, even after several days and weeks.	C. Go back to any summaries you made and cover parts of them up. See if you can correctly remember those parts from memory.	D. Go back to your summaries and use two coloured pens. In one colour, write as much as you can from memory. Keep going when it feels hard, then wait. In the second colour check and correct. Repeat this over time.	E. Using key facts, calculations or methods ask questions to elaborate on your understanding of them. Why is this true? How does X happen? Why does this work? Why does x lead to y? What happens to A if B...?	F. Use quiz Apps online such as Kahoot or Quizizz to find relevant quizzes to check how much of a topic you still remember.	G. Complete a brain dump of all you know on a topic. Create a list or mind map and then once you can't remember any more, go back to your notes or folder and add to it, with things you could not remember in a new colour.	H. Use the Letiner System to learn the information on your flashcards and check you have it in your long term memory so you can remember it a long time after first learning it off by heart, without looking.
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