



Homework Policy

Ermysted's Grammar School

The School aims to provide a learning environment in which all pupils have the opportunity to maximise their potential; homework is integral to achieving this aim.

In providing homework, teachers are supporting pupils' learning beyond the classroom and pupils are being helped to become pro-active in their own learning. Parents and carers are encouraged to become active partners in this process. The expectation is that pupils complete all homework assignments.

The purpose of homework

Homework is set to:

- encourage pupils to develop the skills needed for independent research and learning
- consolidate, reinforce and extend classroom learning
- contribute to the preparation of pupils for school and public examinations
- stimulate further a natural curiosity and enjoyment of learning beyond the remit of the classroom
- support pupils in setting their own challenges and interests

See Appendix A below for the types of homework that may be set.

The setting and marking of homework

Homework is set for each pupil throughout the school. There is no set timetable, but each faculty has guidelines in place on the appropriate frequency and nature of subject-specific work to be set.

- Homework will form an integral part of the lesson
- Homework will be realistic, purposeful and varied
- Homework will be written on ClassCharts by the subject teachers, with clear deadlines for completion
- Homework must be completed by pupils to the deadlines set
- Homework will be marked according to the individual faculty's policy

Teachers will provide sufficient time for the completion of the homework task; therefore, teachers will rarely set tasks for completion by the following day.

The allocation of homework

A rough guideline for the time pupils should spend on homework is as follows:

- Years 7 and 8: up to a maximum of 1 hour 30 minutes per night
- Years 9 to 11: up to a maximum of 1 hour 30 minutes per night (plus examination related work)
- Years 12 and 13: up to three hours of homework plus two hours of private study per subject, per week

Support with homework

Most pupils will complete their homework at home. Parents are therefore in a position to offer vital support and encouragement in this area.

Parents can provide this support and encouragement by:

- promoting the importance of homework
- providing a suitable quiet space in which their son can work
- talking with their child about their homework and the standards they are achieving
- checking deadlines and helping their child manage their time successfully
- praising the completion of high quality homework

The ways in which parents can support and encourage pupils in the area of homework will be outlined in:

- the Parents' Information Evenings

- contact between parents and subject teachers/pastoral staff
- discussions at Parents' Consultation events

Procedures when pupils fail to complete homework

Problems relating to individuals and their homework should be dealt with in the first instance by the subject teacher. Further matters should be referred to the relevant Head of Faculty.

Monitoring and Evaluation

Faculty Leaders are responsible for monitoring the quality, quantity, frequency and variety of homework set in their subject area as part of the quality assurance of Teaching and Learning.

Appendix A

Types of Homework

Here are a range of different types of homework that a teacher could set that connect either to work that pupils have already covered or that prepares them for future learning.

Home Learning Type	Examples	Why it is effective
Practice tasks <i>repeating procedures that have been covered in class</i>	<ul style="list-style-type: none"> • Completing questions • Exam practice questions 	We have all heard the saying 'practice makes perfect.' The more frequently pupils practice the skills they have been taught in lessons, the more competent they will become.
Rote Learning <i>Use clear knowledge sources to support learning</i>	<ul style="list-style-type: none"> • Vocabulary • Spelling • Dates • Facts 	As demonstrated by the Ebbinghaus' forgetting curve, the more regularly pupils recall something, the more likely they are to retain it. "The research on spaced practice suggests that retention is significantly improved when pupils are given a number of practice problems relating to a topic and distributed across a period of time" (Teacher Toolkit)
Reading	<ul style="list-style-type: none"> • Pre-reading ready for the next lesson • Reading a relevant news or research article • Reading a chapter of a book 	Reading is vital in all subjects to improve comprehension, learn new vocabulary and widen pupils' cultural capital. If a teacher is engaging in whole class reading, it is often useful to ask the pupils to read the chapter/article at home for understanding first so they can focus on reading aloud in class.
Meanwhile, elsewhere... Meanwhile, nearby... <i>Expanding horizons - pupils go beyond the confines of the curriculum</i>	<ul style="list-style-type: none"> • Find out what else was happening during World War I • Find out what was happening in Harrogate or Leeds during the 2010 Haiti earthquake 	This is a particularly engaging strategy for High Starters, High Prior Attainers and for stretching and challenging pupils. By going beyond the curriculum, pupils gain an insight into what was happening elsewhere in the world. This is a particularly effective strategy in History and Geography.

<p>Flipped Learning</p> <p><i>Complete work at home before the lesson</i></p>	<ul style="list-style-type: none"> • Read a scene from a play and use the Cliff Notes website to annotate your scene • Study a poem using online resources before studying it in the lesson • Watch a video on Oak Academy or YouTube prior to studying the topic in class. 	<p>Flipped learning enables much deeper learning in lessons as pupils have grappled with the basic content themselves. This enables the class to move at greater pace in the lesson as they have already had a chance to reflect upon what they are studying.</p> <p>It takes time and practice for pupils to be trained in this.</p>
<p>Research</p>	<ul style="list-style-type: none"> • Find answers to questions prior to the lesson • Research a topic further after it has been studied in the lesson • A variety of topics are given out to pupils. They research one and come to the lesson prepared to teach the rest of the class their topic (this could also be done in small groups) 	<p>This is effective for enabling pupils to become agents in their own learning. It is a vital tool for further education to be able to conduct research effectively. Hence it is important to sustain the skill throughout their secondary school life.</p> <p>To be most effective, research tasks need to be scaffolded. This could be done in a number of ways:</p> <ul style="list-style-type: none"> • Specific questions to find answers to • A table to complete • A list of websites to use
<p>Extended Writing</p>	<ul style="list-style-type: none"> • Write a diary entry • Write an opinion based article • Write a blog • Write a letter • Extended writing exam practice questions 	<p>Extended writing for home learning provides pupils with a crucial opportunity to develop their writing skills outside of the classroom setting.</p> <p>This enables pupils to take their time over a piece of writing, without the pressure of being in the classroom.</p>
<p>Revision</p>	<ul style="list-style-type: none"> • Revise a topic ready for an assessment • Revise a topic previously studied which will be built on in a new topic 	<p>Revision may be set as home learning in every year group. Again, it prepares pupils for the inevitable revision they will be doing prior to future examinations.</p> <p>Repeating revision throughout year groups enables spaced retrieval, which supports the securing of knowledge.</p>
<p>DIRT to improve a significant piece of work</p>	<ul style="list-style-type: none"> • Re-write an essay • Re-write a paragraph 	<p>When pupils receive feedback for an identified piece of work, they engage in Dedicated Improvement and Reflection Time (DIRT). This is usually completed during lessons, but it may be useful to some extended tasks to be completed as part of home learning. Pupils respond in green pen.</p>