



# Homework Policy

Policy Type	Non-Regulatory
Last Review	Spring 2021
Next Review	Spring 2022

## **SENIOR SCHOOL**

### **The Purpose of Homework**

A well-managed homework programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Homework supports the development of Scholarship, independent learning and provides parents with an opportunity to engage in their son's education. Studies have shown that there are long-term academic benefits of homework such as better study habits and more independent problem-solving skills, and enhanced life skills including greater self-direction, greater self-discipline and better time organisation.

At The Haberdashers' Aske's Boys' School homework is very much part of the teaching and learning process: homeworks are planned in advance by the teacher and are part of a sequence of learning and lessons that is reflected in each departmental Scheme of Work.

Homework allows students to reinforce, practice and consolidate and extend material learnt in lessons. In addition, it allows students some thinking time and the opportunity to demonstrate their own originality and ideas. It also allows teachers to set problem solving, preparation and critical thinking activities. Thus, just like teaching, the purpose of homework is to both enhance learning and develop lifelong skills.

Homework also provides one of many tools by which a teacher will assess the progress and learning needs of their students. Along with classwork and tests scores, a student's effort and attainment in homework will contribute to a student's overall progress and report grades.

To be effective, homework need not be a lengthy task or one that is overly demanding by way of resources and materials. It is the quality rather than quantity that counts.

The purpose of homework should never be to fill time: each assignment set must have identifiable learning outcomes and sit within a coherent sequence of learning. Finishing classwork is not considered homework in the sense of this policy and should not be a regular form of homework.

An important part of the homework process is the student's engagement with the feedback and guidance they receive when homework is returned to them. Students should respond to the guidance and targets offered by teachers. Before beginning the next piece of homework, students should seek to incorporate the advice offered. This dialogue between teacher and student will facilitate continuous improvement in attainment and will deepen a student's understanding of the subject.

A further benefit of homework is that it provides a daily interface between School and home. Parents are able to better understand the School's expectations and thus to support their children. The School uses Show My Homework to facilitate this communication: all homework is set on the Show My Homework system which can be accessed on laptops, pcs and via the app on student and parent mobile devices. Both parents and students can see the detail of

the task, when the homework is due and access resources that are to be used for the successful completion of the task.

Parents will be issued with a PIN number which will allow them to see their son's homework on parent laptops or mobile device. All homework can also be viewed on the School's portal without a PIN.

Grades, marks and feedback will not be recorded on Show My Homework. If Parents would like to see this detail it is best to review the work and feedback with their son.

### **An Effective Homework Assignment**

Marzano and Pickering (2007a) provide a good starting point to the discussion about effective homework practices: "Homework should not be assigned simply as a matter of routine," but instead only when there is a clear purpose in regard to student learning. In essence, good homework practices are consistent with good teaching.

Thus, in setting homework, teachers should bear in mind the following:

1. The nature of the homework should be clear: students should leave the classroom with no confusion about what they are being asked to do or how they should do it.
2. The homework should have a clear academic outcome: teachers and students must be clear about the learning goals that will be achieved by a student when they complete the work, and about where these sit within the sequence of learning.
3. The homework should relate to classwork or to a series of lessons; that is, it should not be in isolation to the remainder of a student's work but rather students should be able to see the links between the homework and their classwork or syllabus.
4. Homework does not have to be a written assignment; research, review or evaluations are equally valid assignments.
5. Reading or research framed as "read chapter 4" or "find out as many facts you can about x" is unlikely to produce adequate outcomes. The reading or research should have scaffolding (e.g. "What are the 4 most important ideas that emerge from chapter 4?").
6. Teachers should be particularly careful with computer-based homework. An assignment to "research x" might, without direction, result in students soon getting lost in a web of information. Furthermore, if they have no idea of the depth, they are required to reach then this can end in a copy and paste exercise with a learning outcome that is well below the time spent "researching". In setting computer-based

work, teachers must offer detailed guidance and sources and be mindful of the time a student has to complete this assignment as detailed under Timetable of Homework.

7. The homework must allow the student a degree of success. That does not mean it is easy but that by using the relevant resources, students should feel a sense of accomplishment when the homework is complete. (This may require differentiated homework on occasion). Students who make the required effort will be able to meet the challenge set and will see that effort allows them to develop their subject and study skills. This is in line with growth mind set theory.
8. Homework must be time efficient. It must be possible for a student to achieve the learning outcomes in the time available (as detailed in under Timetable of Homework).
9. Ideally homework should be assigned and discussed toward the start of a lesson and students should have time to ask questions if they are unclear. Using Show My Homework allows teachers to provide clear instruction and detail as well as resources, an indication of how long the work should take and when it is due. This screen can be projected to a whiteboard at the start of the lesson to facilitate this discussion.
10. Teacher feedback on homework is essential to learning and progress. All homework will be awarded an effort grade. Feedback, when at Level 3, should offer guidance on the strengths and weaknesses of the work. Teachers should offer guidance on how the student can further extend their learning; targets may be noted, and students should be given the opportunity to engage with those targets. Our Marking Policy makes the expectations of DIRT time (Directed Individual Response Time) clear.

### **Timetable of Homework**

Each year group is given a published homework timetable at the beginning of the year, to which teaching staff are expected to adhere.

The appropriate time to be spent on homework is as follows:

<b>Year Group</b>	<b>Time</b>	<b>Approximate time per subject</b>
Year 7	1 hour per evening	3 x 20 minutes per subject
Year 8	1 hour & 15 minutes per evening	3 x 25 minutes per subject
Year 9	1 hour & 30 minutes per evening	3 x 30 minutes per subject
Year 10	2 hours & 15 minutes per evening	3 x 45 minutes per subject
Year 11	2 hours & 15 minutes per evening	3 x 45 minutes per subject
Year 12 & Year 13	4 – 5 hours per week per subject	4 – 5 hours per week per subject

All homework that is set is recorded on Show My Homework. Homework that is due the next day must be set by 4pm the preceding day. We do not expect students to check Show My Homework repeatedly through the evening. We do expect students to check Show My Homework once a day by 5pm.

It is unreasonable for teachers to expect students to undertake homework on nights other than those which have been so designated unless this has been arranged in advance.

Homework must be set on all occasions and teachers are expected to set homework for every subject as per the homework timetable. Project work or coursework extending over a number of evenings must have clear time deadlines attached for each homework session and it must be clear which part of the project should be completed by when.

Where staff are sharing sets (e.g. Years 12 and 13), staff and Heads of Department should be clear as to how the allocation of homework is to be organised and shared. This will normally be outlined to students at the start of the academic year.

If a student is routinely spending more than the allocated time on homework, they must seek advice from their subject teacher and form tutor.

### **Holiday Work**

For Years 7 to 9, teachers will not set homework in School holidays. By contrast examination groups (Years 10 to 13) may expect to complete homework and revision during School holidays.

### **Late Homework**

If work is submitted consistently late, the student's Tutor and Housemaster should be informed, and particularly in those years leading up to public examinations, prompt action must be taken, by the teacher, to remedy the situation.

### **Types of Homework**

Teachers are encouraged to set a variety of tasks through the year. As with good lessons, work can be presented in a variety of formats and teachers can offer a choice of homework's as is appropriate to the scheme of work. Work might also include practical and applied outcomes based on trips and visits.

Preparation for lessons (e.g. reading or research in advance of a topic) is of equal validity to a homework that might consolidate material learnt in lessons.

In all cases, to be effective, homework assignments must adhere to the guidelines noted above.

### **PREPARATORY AND PRE-PREPARATORY SCHOOLS**

In the Pre-Preparatory, homework is set twice a week. Each piece is about 20 minutes in length. Reading homework is set three times a week. Homework covers all areas of the curriculum. The Pre-Preparatory policy is not to set homework during holidays.

The amount of homework given to a student will increase during the four years in the Prep. As a guideline:

<b>Year 6</b>	2 x Maths (30-40 minutes) 3 English (2 x 20 - 30 minutes, 1 up to one hour) 1 French, 1 History, 1 Science and 1 Geography (30 minutes each)
<b>Year 5</b>	2-3 Maths (2 shorter (20 mins), plus 1 up to 45) 2-3 English (2 shorter (20 minutes), plus 1 up to 45 minutes) 1 History, 1 Science and 1 Geography (20 minutes)
<b>Year 4</b>	4 sessions per week - 1 English, 1 Maths, 1 English or Maths Plus 1 Foundation subject (approximately 20-30 minutes each) plus some finishing off
<b>Year 3</b>	A maximum of 1 English and 1 Maths per week, (approximately 20 minutes each) Plus 20 minutes of Geography, History or Science, plus occasionally work to finish off

Every student has a Prep School Homework Diary where homework should be written in, under the appropriate date. Prep School Homework Diaries are ordered annually. If a student needs a replacement Homework Diary he must first see the Headmaster (usually a donation to charity is requested for lost Homework Diaries).

Written homework must be marked and returned promptly with suitable comments and where appropriate, graded according to the Assessment, Recording and Reporting Policy as determined by the Subject Co-ordinator.

### **Holiday Work**

<b>Year 6</b>	English, Maths and Science may be given during the Christmas holidays, (in preparation for the 11+ Exams) and during the Easter holidays, (in preparation for the Key Stage II SATS).
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<b>Years 5 - 6</b>	Holiday homework WILL be given in the Summer holiday preceding entry into Year 6.
<b>Years 1 - 4</b>	Homework should NOT be set for any holidays (including half-term holidays).