

Vision:

Homework at Kineton High School is split between “Consolidatory” and “Exploratory” tasks and is only set for students to enhance and support learning. The majority of departments will use consolidatory tasks the most to cement learning in the classroom, and make it stick. However exploratory tasks also play an important role whereby students can explore creativity and foster a greater sense of enthusiasm around a subject.

Evidence suggests that when set appropriately homework can build confidence in students, is a key driver in facilitating students to practice material already taught and prepares children to access the curriculum to its fullest. Homework also plays a vital role as a key building block for all students’ literacy and numeracy skills that are utilised across the entire curriculum.

Each subject has a rationale for why homework is set within their curriculum, and what balance between consolidatory and exploratory they have chosen to focus on in each Key Stage.

Checking:

Not all homework has to be marked by the teacher (with the exception of ILTs), although they will communicate how the homework will be checked in advance. All homework will be valued by the teacher, and will have been set with a clear purpose in mind. Teachers will use homework to deliver subject material, but also to support how the curriculum can be better delivered in future lessons. Some homework will be assessment based and therefore will be checked and FAR marked accordingly.

Students are coached around submitting homework on time, non-compliance is issued as a behaviour point on Class charts. Sanctions can be issued when there are issues around continually failing to meet deadlines, these could include restorative conversations, catch up sessions or detentions. They will be focussed on why the homework is missing or not to a high standard, and why it would have benefited the child’s learning. Equally positive behaviour points are issued on Class charts where the homework demonstrates the student’s personal best.

Students are encouraged to submit/complete tangible work that can be used for revision later, and to avoid sending completed assignments through email or on Microsoft Teams. There is a printer in the library for all students.

Frequency (KS3-KS4):

Subject	Year 7 and 8	Year 9	Year 10 and 11 GCSE	Software Programmes
Art and Design	1 X ILT & occasional H/W	Weekly	Weekly	
Business Studies		Weekly	Weekly	
Computing	1 X ILT and fortnightly H/W	Weekly	Weekly	
DT	3 X ILT	Weekly	Weekly	
English	Weekly	Weekly	Weekly	Bedrock (Y7) and Accelerated Reader (Y7-9)
Geography	3 X ILT, key term tests & occasional H/W	Weekly	Weekly	
History	3 X ILT, key term tests & occasional H/W	Weekly	Weekly	
Maths	Weekly	Weekly	Weekly	My Maths (Y7-9)
Media		Weekly	Weekly	
MFL	Weekly	Weekly	Weekly	
PE (GCSE/BTEC)	Occasional H/W	Weekly	Weekly	
RE	key term tests & occasional H/W	Weekly	Weekly	
Science	1 ILT and fortnightly H/W	Weekly	Weekly	Seneca (Y9-11)

Frequency and independence:

The timetable gives an indication of what should be set and when, including which software tools are used to facilitate how homework is set. These are only guidelines, as any homework that is set must be purposeful and have value and meaning at its core. There must be discussions between teachers and students to ensure there is adequate time to complete the homework, and a rationale should be given on why it will benefit the child's learning.

Independent Learning Tasks are used across some subjects. These usually have a time span of around 2-4 weeks and are set to encourage students to practice a wide range of skills whilst developing their independence and resilience; two key life skills needed beyond school. They must be set with clear instruction similar to any task in a lesson.

- ILTs = Independent Learning Tasks – Used in KS3 as an exploratory style of learning to generate independence, creativity and research skills within a subject area.
- Y7/8 – 20 minutes weekly (approx.) for core subjects, will be less for subjects with less curriculum time.
- Y9 – 30 minutes weekly (approx.) for core subjects, will be less for subjects with less curriculum time.
- Y10/11 – 45 minutes weekly.

Teachers will usually give more than 24 hours notice for submission unless it is a short task to prepare for the next lesson's learning. All homework is set on Class charts to allow teachers, parents and students clear access to the task through the website or APP.

Students with SEN:

Students who have SEN are set homework, but there may be personalised plans in place for some of these students agreed by parents, HoY and the SENCO. Students with SEN will be given additional support/materials to enable them to access the tasks, particularly for ILTs which need greater scaffolding, chunking and modelling. All students with SEN have Passports which will provide guidance for homework setting.

Key Stage 5

As students' progress into Post 16 study there is a natural increase in the demands of academic study.

Homework and independent study will be set on a lesson-by-lesson basis through Class Charts. The types of tasks students are asked to complete can vary between exploratory and consolidatory; for example, students may be asked to conduct flipped learning prior to lessons to allow for exploration with a subject expert or they may be asked to consolidate learning through set questions or exam practice.

Students should expect to be set 1 hour worth of independent study/homework for every 1 hour spent in the classroom. Therefore:

- Year 12 Students: approx. 4 hours per subject a week
- Year 13 Students: approx. 5 hours per subject a week (this does not include independent revision that will need to take place throughout the year as students prepare for examinations).

Students are provided with silent supervised study hours on their timetable to help them complete and manage this additional work load in addition to them working at home. It is expected that all independent study/homework is submitted hard copy and then filed in a subject folder to allow for use in revisiting/revising.

Further to this set teacher work, students will be expected to complete wider reading and super curricular tasks; students will be guided through this by their tutor and the wider Sixth Form team.