

Rationale

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not directly supervised by a teacher. It is important in raising student achievement and building resilience.

At Ellesmere Park High School, we set homework tasks for all our students. We do this because we believe that it can help students to **achieve their potential more fully** than if, we simply relied on study conducted during the timetabled curriculum. There is clear evidence that successful students make progress when they embrace homework and see **the clear purpose of the task being set and use**. Our intention is also that homework is a vehicle for preparing for future learning as well as retrieving, consolidating and applying the knowledge and skills from prior learning.

Through homework, students become **flexible independent learners** able to cope with the demands of a future working life.

*'The **impact of homework on learning is consistently positive** (leading to on average **five months' additional progress**). However, beneath this average there is a wide variation in potential impact, suggesting that **how homework is set is likely to be very important**.'* EEF, August 2017

Purpose of homework

- Consolidate and extend work covered in class or prepare for new learning activities.
- Create guided opportunities for reading outside of school.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

Proposed structure

- All homework will be set on Microsoft Teams – you can direct students to various online platforms from here
- Homework will be timetabled. Core – 1 x week Foundation 1 x 2 weeks at KS3. Weekly at KS4
- Where project work is set, this should be broken down into sizable chunks so students have a weekly guide for expectations leading towards and final outcome, presentation, speech or performance. Reminders should be given at set points. Students should demonstrate evidence towards completion at key points, this allows for class teacher feedback and models effective work for other students
- Classcharts will be used to reward successful completion of homework. Homework that is not complete can be tracked on Classcharts using negative points (red buttons). This will be a

neutral sanction with no points deduction. Departments can track non-completion of homework and set their own sanctions if needed.

Key to equity of provision and access

We need to ensure those without ICT/internet are not disadvantaged. We will do this by:

- Auditing via (heads of year/ICT dept), students' access and connectivity.
- Communicate this with staff.
- Homework will still be set and explained in lessons, signposted to TEAMS.
- Paper resources (EG spelling lists still provided to all students in lessons).
- Where this is deemed not to be necessary, then staff will ensure that students identified as without ICT access are provided with full resourcing.
- Students will have access to homework club, including the use of a computer to access to TEAMS resources in the files section, plus any linked online platforms.

Suggested homework tasks:

It is recognised that non written assignments are just as essential and valuable to good learning progress as written tasks, possible tasks could include;

- Tassomai, Seneca learning and Frogplay
- Wider reading and note-making
- Research, including use of internet, surveys or market research
- Flipped Learning: prepare work to be completed in class, e.g. read an article, make notes, watch a video and answer questions etc
- Study and learn notes/vocabulary/ key points from the lesson
- Drafting and redrafting work
- Watch or listen to particular TV or radio programmes, record key points
- Collect information from newspapers, etc
- Projects for a series of tasks that are broken down into key success criteria
- Preparation for presentations
- Artistic/creative tasks, e.g. the preparation of visual or sound stimulus
- Practising skills/concepts learned during the lesson, e.g. exam questions
- Tasks that involve parents or other adults, e.g. interviews, testing vocabulary
- An opportunity to provide the teacher with feedback about a topic e.g. notes, report-back preparation, self-assessments
- Revision in preparation for a test or assessment (practising different revision techniques that have been introduced in tutor/ class)
- Completing online learning tasks