



# Homework Principles

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# Homework to support learning

## National Research:

Research from the EEF has shown that the setting of homework for Secondary School students is a benefit to their learning and that homework is a fundamental part of a child's educational journey and routine. Research also suggests that homework likely has a significant impact on students' educational trajectories.

## Curriculum Access:

Contextual Research that underpins this intent statement:

It is clear from stakeholder voices that not all teachers assign homework and/or not all students complete the homework they are assigned. This suggests that whatever impact homework might have on achievement varies from student to student, depending on how much each student is assigned or completes. Homework is often a source of friction between home and school. Following the stakeholder voice, parents have raised concerns that homework is not set regularly, has not been marked, tasks are too long or too short, too hard or too easy, or too ambiguous. In addition, students have raised concern about the time that homework takes them to complete and have raised frustrations with tasks that they feel that they cannot complete as they have not covered the work in class previously. In addition, many students consider homework the largest source of stress in their lives.

## Homework Principles:

It is critical that homework principles and policies have their foundations rooted in having impact for students. Core homework principles should:

- Support students in order to to obtain the optimum education benefit from homework
- Support families to find ways to support their child and integrate homework as part of their child's daily routine.

## [Homework research](#)

## Why should students receive homework?

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Research evidence shows that students make better progress by completing homework. In addition to progress, the importance of homework has been attributed to the perceived benefits homework brings to students and teachers including:

- Nurturing independence and developing good study habits
- Consolidating and reinforcing learning developed in the classroom
- The ability to devote more lesson time to collaborative study, practical work and discussion, if independent work can be completed outside the classroom
- Greater parental involvement and home-school cooperation
- Easing time constraints on the curriculum, preparing for future learning

### **Types of homework tasks**

The list below is not an exhaustive list of examples that can be set as homework, it stands as a guide, as suggested by curriculum leaders, of the type of tasks that are appropriate. There is an expectation that students would receive a variety of tasks over time.

- Preparation for future learning (such as reading ahead and summarising or planning tasks for future tasks)
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons
- Low stakes quizzes / Google Forms
- Retrieval practice of vocabulary or key-facts learning
- Extended project work – either completed as individuals or collaboratively
- Guided research with appropriate support at the start of the work, such as key websites or printed references
- Timed essays or extended pieces of writing
- Creative responses to the learning
- Online homework tasks and online games such as Booklet and Kahoot!
- Revision

### **Homework setting practice**

It is essential that students understand the importance of meeting deadlines, and as a result all staff need to be consistent with following up on incomplete work. There should be no expectation that homework is set after every lesson, nor should teachers be expected to set homework after every lesson. Teacher autonomy should work in unison with departmental homework policy.

The tables below are a guide from the time per fortnight that a student should spend on their homework for each subject per year group. Teachers should adhere to their departmental homework policy however, this should not negate the importance of teacher autonomy. If a teacher is clear that the homework task set may take longer to complete than their departmental allocated time, then teachers must ensure that this is clear to both students and families. Families should make teachers aware by writing a note in the student planner, if the homework task cannot be completed by the deadline, stating the reason for this.

## Year 7 and Year 8

Subjects	Teaching hours per fortnight	Homework (minutes per fortnight)
English, maths	7	1 hour 30 minutes-2 hours
Science	6	1 hour
Spanish, RE	5	1 hour
History and Geography	4	45 minutes
Art, ICT, DT, drama, music*	2	30 minutes

**8 hours of homework per fortnight.**

## Year 9

Subjects	Teaching hours per fortnight	Homework (minutes per fortnight)
English, maths	7	2 hours
Science	6	1 ½ hours
Spanish, RE	5	1 ½ hours
History and Geography	4	1 hour
Art, ICT, DT, drama, music*	2	30 minutes

**5-**

**9 ½ hours of homework per fortnight.**

## **Year 10 and Year 11**

Subjects	Teaching hours per fortnight	Homework (minutes per fortnight)
English, maths	9 per subject	2.5 hours
Science	9	2.5 hours
Triple Science	14	3 hours
RE	5	2 hours
History / Geography	5 per subject.	2 hours
Options 1	5	2 hours
Option 2	5	2 hours
Option 3	5	2 hours

**Total number of hrs 18**

## **KS3- Homework Support Timetable**

Subject	Day	Time	Room
English	Wednesday	3:10-3:40	EN6
Maths	Monday	3:10-4:10	MA3
Science	Wednesday	3:10-3:40	SC6
MFL	Friday	3:10- 3:40	LA3
RE	Wednesday	3.10-3.40	RE4
Geography	Wednesday	3:10-3:40	Ge3
History	Wednesday	3:10-3:40	Hi1
Design Technology	Friday	3.10-4.00	DT1
Computer Science	Monday	3.10-4.00	IT2
Drama	Monday	3.10-4.00	DR1
Art	Wednesday	3.10 - 4.00	AR2

## KS4- Homework Support Timetable

Subject	Day	Time	Room
English	Monday	3.10-3.40	EN6
Maths Year 10	Monday	3:10 - 4:10	MA3
Maths Year 11	Wednesday	3:10 - 4:10	MA3
Science	Thursday	3:10-3:40	SC6
MFL	Thursday	3:10-4:10	MFL3
RE	Thursday	3.10-4.10	RE3
Geography	Wednesday	3:10-4:10	GE3/GE6
History	Wednesday	2:10-3:40	Hi2/Hi3

Design Technology	Thursday	3.10-4.00	Various
Computer Science	Wednesday	3.10-4.00	IT3
Business Studies	Thursday	3.10-4.00	IT1
IT	Wednesday	3.10-4.00	IT3
Drama	Wednesday	3.10-4.00	DR1
PE	Thursday	3.10 - 4.10	PE1
Media	Wednesday	3.10 - 4.10	MS1
Music	Wednesday	3.10 - 4.10	MU1
Art	Monday & Wednesday	3.10 - 4.10	AR2

## Homework Timetable KS3

Subject	Week 1 (Day)	Week 2 ( Day)
English	ALPHA Wednesday BETA Wednesday	ALPHA Wednesday BETA Wednesday
Maths	ALPHA - Tuesday BETA - Tuesday	ALPHA - Tuesday BETA - Tuesday
Science	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday
MFL	ALPHA - Wednesday BETA - Wednesday	ALPHA- Wednesday BETA- Wednesday
RE	ALPHA - Tuesday BETA - Tuesday	ALPHA - Tuesday BETA - Tuesday
Geography	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday
History	ALPHA - Wednesday	ALPHA - Wednesday

	BETA - Wednesday	BETA - Wednesday
Design Technology	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday
Computer Science	ALPHA - Monday BETA - Tuesday	ALPHA - Monday BETA - Tuesday
Music	ALPHA - Various BETA - Various	ALPHA - Various BETA - Various
Drama	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday
Art	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday

## Homework Timetable KS4

Subject	Week 1 (Day)	Week 2 ( Day)
English	ALPHA Friday BETA Monday	ALPHA Monday BETA Monday
Maths	ALPHA - Tuesday BETA - Tuesday	ALPHA - Tuesday BETA - Tuesday
Science	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday
MFL	ALPHA - Friday BETA- Friday	ALPHA- Friday BETA- Friday
RE	ALPHA - Wednesday BETA - Wednesday	ALPHA - Wednesday BETA - Wednesday
Geography	ALPHA - Monday BETA - Monday	ALPHA - Monday BETA - Monday
History	ALPHA - Wednesday BETA - Wednesday	ALPHA - Wednesday BETA - Wednesday
Design Technology	OPTION X - Monday OPTION Y - Wednesday	OPTION X - Monday OPTION Y - Wednesday
Computer Science	OPTION X - Wednesday	OPTION X - Wednesday



	OPTION Y - Wednesday	OPTION Y - Wednesday
IT	OPTION X - Wednesday OPTION Y - Wednesday	OPTION X - Wednesday OPTION Y - Wednesday
Music	OPTION X - Various OPTION Y - Various	OPTION X - Various OPTION Y - Various
Drama	Option X - Monday	Option X - Monday
PE	OPTION X - Thursday OPTION Y - Wednesday LEXIA - Friday	OPTION X - Thursday OPTION Y - Wednesday LEXIA - Friday
Health and Social	OPTION X - Monday OPTION Y - Monday	OPTION X - Monday OPTION Y - Monday
Child Development	OPTION X - Various OPTION Y - Various	OPTION X - Various OPTION Y - Various
Business Studies	OPTION X - Wednesday OPTION Y - Thursday	OPTION X - Wednesday OPTION Y - Thursday
Art	OPTION X - Monday	OPTION Y - Monday

### Teacher Feedback of Homework.

Research identifies that homework is an extension of learning within the classroom. Homework must always be marked in a timely manner by the teacher, so that students receive high quality feedback that addresses misconceptions and reduces gaps in student learning. In addition, students are more likely to engage in homework and complete this to a high standard, if they know that their work is going to be marked.

Homework must always be marked but the strategy that a teacher uses to mark a piece of homework will vary based on the type of homework set. A number of examples are provided below:

Essay	Thorough teacher led marking, feedback and next steps provided.
Multiple choice/ low stakes quizzes	Self or Peer marking, followed by checking for understanding exercises to address misconceptions.

Enquiry Project	Light touch marking, with overall feedback statement.
Flipped learning	Verbal feedback
Reading ahead	Checking for understanding to address misconceptions/
Coursework / NEA completion	Thorough teacher led marking, feedback and next steps provided.
Structured short-answer questions	Light touch teacher marking
Retrieval Practice	Retrieval practice should be used as a learning strategy, rather than an assessment tool.
Guided research	Checking for understanding exercise

## Homework non-negotiables:

- Marking for literacy is always evident. The student is directed to correct any spelling errors in a piece of work.
- Homework is set in accordance with the departmental homework policy.
- Homework is always checked for completion, marked and feedback is provided.
- Homework is always purposeful, challenging and clearly explained.
- A record of homework is set in planners.
- Homework is always completed in exercise books, GC or on paper and forms part of the learning portfolio for that student.
- Missed homeworks should always be sanctioned with a stage 1 detention.