

# **Ralph Thoresby School – Homework**

<b>Member of Staff Responsible for the Policy:</b>	<b>Assistant Headteacher in charge of Teaching &amp; Learning</b>
<b>Date on which this Policy was last reviewed:</b>	<b>November 2021</b>
<b>Date on which the Policy will next be reviewed:</b>	<b>November 2023</b>
<b>Dissemination of the Policy:</b>	<b>School website</b>

## **What is Homework?**

Homework is an important part of school life, contributing to student progress and attainment. It plays a key role in extending the knowledge, understanding and skills that are developed in school and provides opportunities for students to consolidate, enrich and extend their learning. Work that is set will consist of meaningful and worthwhile tasks or projects designed to extend the learning of the student outside the classroom.

### **1. Aims of Homework**

- 1.1. To help all students make progress;
- 1.2. To allow practice and consolidation of the learning done in class;
- 1.3. To extend learning from the lesson, e.g. the completion of past exam questions;
- 1.4. To embed key subject content in long term memory, e.g. the learning of vocabulary, spellings etc.
- 1.5. To reinforce, practise and develop mastery of key skills e.g. calculations;
- 1.6. To engage in wider reading and research in preparation for future learning;
- 1.7. To allow students to gain and practise the skills and knowledge that they will be required to reproduce in assessment situations such as examinations;
- 1.8. To give students dedicated time to reflect upon learning, correct mistakes and act on feedback to make improvements;
- 1.9. To develop study skills such as independence, self-discipline, time management and working to deadlines;
- 1.10 To encourage students to take pride in their learning.

### **2. Principles**

- 2.1. Homework should be timely, purposeful and achievable, giving students the opportunity to embed and develop their learning;
- 2.2. Homework should be accessible and challenging to all. It should support the most vulnerable and include the provision of appropriate resources (time, space, materials and expertise);
- 2.3. Homework should give students the opportunity to explore their subjects in more detail and broaden their understanding of the learning that has taken place in the classroom.

### **3. Type and frequency of Homework**

3.1. Homework should be planned thoughtfully to enable all students to make progress. There is an expectation that regular opportunities for homework will be set in all subjects (except core PE) although we recognise that every subject is different. The frequency of the setting of homework is outlined below, however, there are subject specific outlines also on our website, which will be monitored closely by Heads of Department and Progress Leaders.

<b>Year Groups:</b>	<b>Contact time per fortnight</b>		
	<b>2-3 hours</b>	<b>4-6 hours</b>	<b>7+ hours</b>
Y7-Y8	Once per half term	Twice per half term	Every 2 weeks
Y9-Y11	Once per half term	Every 2 weeks	
Y12-Y13		Every week (includes self-study tasks)	

3.2. Some subjects may decide to run project-based homework that spans over a greater period of time. E.g. an extended learning project may last a whole term. If subjects run this model, there is an expectation that regular 'checkpoints' take place throughout the project. It is the class teacher's responsibility to ensure that students are on track and to raise concerns with parents should they arise;

3.3. Sixth form students will be expected to complete additional tasks and study in relation to their learning. Sixth form study sessions are timetabled to provide students with time and space to complete these tasks. Subject staff will direct students to the work that they should complete and will set this on Arbor.

#### **4. Supporting students with Homework**

4.1. There are many places where homework can be completed: at home and in supervised after school session located in the ILZ between 3pm and 4pm.

4.2. Teaching staff will scaffold homework tasks for those students that need it, check students understand what is required and ensure the tasks are properly recorded on Arbor.

#### **5. Monitoring and Evaluation**

5.1. Subject Leaders will ensure their departmental homework guidelines support the school policy. These guidelines should clearly identify the expectations of extended learning in subjects;

5.2. Subject Leaders will undertake quality assurance to ensure homework is allowing students to progress their learning. This may involve work scrutiny/review, learning walks, lesson observations, pupil voice and moderation of work;

5.3. Senior leaders will review implementation of the homework policy and support Subject Leaders with the monitoring of extended learning.

#### **6. Feedback, Rewards and Sanctions**

6.1. We expect homework to be produced on time. This gives students valuable experience of working to deadlines. Students will be rewarded for producing good homework through achievement points, competitions and positive messages home.

6.2. If homework is not handed in, appropriate action will be taken in accordance with the school behaviour policy. Subject teachers will discuss with a student the reasons why homework has not been completed. A negative behaviour point will be recorded on Arbor and a subject sanction actioned. A detention will usually be issued in line with departmental/school policy;

6.3. Heads of year will monitor incomplete homework and interventions will take place to improve the quality and completion rates;

6.4. Subject teachers are not required to give written feedback on homework, however one of the following will apply:

- Individual written feedback;
- Whole group feedback (written and/or oral);
- In-class peer assessment, under teacher direction;
- Marking extended learning, in lesson time, with immediate verbal feedback;
- Use of PINS process marking
- Use of auto generated feedback on knowledge recall tests.

#### **7. Responsibility for implementation of the homework policy**

7.1 Teachers will ensure that the homework task is purposeful and meets the learning goals of the lesson.

7.2 The role of the Class Teacher:

- To set purposeful homework which satisfies the school policy and whole school objectives;
- To give full and comprehensive instructions for completion;
- To ensure appropriate resources are available;
- To set deadlines for completed work and ensure that they are met;
- To provide feedback;
- To provide help and support as and when required.

### 7.3 The role of the student:

- To regularly check Arbor for all their homework tasks;
- To attempt all work and give their best;
- To ensure that homework is completed and handed in to meet the deadline;
- To inform the class teacher of any difficulties;

### 7.4 The role of the Mentor/Coach:

- To monitor that homework is being recorded and completed;
- To carry out meaningful conversations with students who require additional support with the completion of homework;
- Mentors/coaches should draw the attention of the relevant Head of Year of students who regularly have difficulties with homework so relevant interventions can be put in place.

### 7.5 The role of the Heads of Department:

- To monitor the quality and quantity of the homework set;
- To ensure that marking of homework is carried out in line with the School policy and department feedback policies

## 8. The role of parents and carers

We encourage parents and carers to:

8.1 Help their child by going through homework tasks and checking their child understands what must be done;

8.2 To reinforce and discuss the importance of completing homework in order to make progress;

8.3 Provide a suitable environment in which work can be done;

8.4 Encourage students to attend after school support sessions e.g. ILZ, or department afterschool sessions, where students can work in a learning environment with accessible support and resources;

8.5 Monitor the completion of homework and contact the school if their child is having difficulties completing set work.

### Subject Specific Details:

<b>Art/Photography</b>		
	Types of task	Frequency
KS3	Research tasks to support the termly projects in lesson. Research will include visual presentations in PowerPoint. This will also include written annotation and facts about artists and/or culture.	1 per half term
KS4	Research Projects. This is primarily research focused, but there will also be the opportunities to develop ideas, take photographs, develop 3D work and drawings etc. Depending on student individual specific tasks.	3 per half term/Research and individually tailored plans depending on the individual project that the pupil is working on
KS5	This is primarily research focused, but there will also be the opportunities to develop ideas, take photographs, develop 3D work and drawings etc. Depending on student individual specific tasks.	Every week. Variable depending on individual project

<b>Business</b>		
	Types of task	Frequency
KS4	GCSE: extended learning to focus primarily on exam-style questions to facilitate skills and	Every two weeks

	knowledge development. Case studies used to incorporate comprehension, extended writing and formal language.	
KS5	A Level: Research tasks on current economic affairs. This will broaden knowledge base, give pupils a real-world grounding of concepts and aid memory retention. Past paper questions of varying mark allocations to build experience of different exam techniques for different size questions. Group research tasks for debate in class. Marcouse worksheets to embed knowledge and develop analysis & evaluation skills in a user-friendly format. They are also very useful for revision notes.	Weekly

<b>Computing</b>		
	Types of task	Frequency
KS3	Research Project- Careers in Computing/Media	Once per half term
KS4	Research/pre-reading Exam style questions Revision (flash cards/notes/mind maps) Low stakes quizzes PiXL independence workbook	Every Two Weeks
KS5	Past papers Exam style questions Revision (flash cards/notes/mind maps) Coursework assignments	Every week where possible.

<b>Drama</b>		
	Types of task	Frequency
KS3	Variety of research projects End of term evaluation	1 per half term
KS4	Learning scripted lines, updating portfolio work, research tasks and rehearsals after school	Students should be spending 1 hour per week, on independent study tasks which will vary hugely depending on the unit of work being covered
KS5	Learning scripted lines, updating portfolio work, rehearsals after school and research tasks – theatre history, practitioner theories and social and historical contexts	Students should be spending 1.5 - 2 hour per week, on independent study tasks which will vary hugely depending on the unit of work being covered

<b>English</b>		
	Types of task	Frequency
KS3	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Text annotation</li> <li>• Answering questions on texts (comprehension / analysis)</li> <li>• Summarising texts</li> <li>• Comparing texts</li> <li>• Completion of PINS tasks</li> <li>• Completion of class work</li> <li>• Reading &amp; re-reading</li> <li>• Using internet revision sites, such as Sparknotes</li> <li>• Creative / original writing</li> <li>• Planning creative / original writing</li> <li>• Mind-mapping ideas</li> </ul>	<p>We set one homework per week on average. We do not always set homework in the first week of a new unit of study because pupils have only been recently introduced to the topic.</p> <p>We do not always set homework if extracurricular activities have affected regularly timetabled lessons.</p> <p>Shared groups (with more than one English teacher) receive homework from one of their teachers to avoid over-setting or confusion.</p>
KS4	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Text annotation</li> <li>• Answering questions on texts (comprehension / analysis)</li> </ul>	<p>We set one homework per week on average. We do not always set homework in the first week of a new unit of study because pupils</p>

	<ul style="list-style-type: none"> <li>• Summarising texts</li> <li>• Comparing texts</li> <li>• Completion of PINS tasks</li> <li>• Completion of class work</li> <li>• Reading &amp; re-reading</li> <li>• Using internet revision sites, such as Sparknotes</li> <li>• Creative / original writing</li> <li>• Planning creative / original writing</li> <li>• Mind-mapping ideas</li> </ul>	<p>have only been recently introduced to the topic.</p> <p>We do not always set homework if extracurricular activities have affected regularly timetabled lessons.</p> <p>Shared groups (with more than one English teacher) receive homework from one of their teachers to avoid over-setting or confusion.</p>
KS5	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Text annotation</li> <li>• Answering questions on texts (comprehension / analysis)</li> <li>• Summarising texts</li> <li>• Comparing texts</li> <li>• Completion of PINS tasks</li> <li>• Completion of class work</li> <li>• Reading &amp; re-reading</li> <li>• Using internet revision sites, such as Sparknotes</li> <li>• Creative / original writing</li> <li>• Planning creative / original writing</li> <li>• Mind-mapping ideas</li> </ul>	<p>A level groups routinely have two teachers. Each teacher sets one homework per week on average.</p> <p>We do not always set homework in the first week of a new unit of study because pupils have only been recently introduced to the topic.</p> <p>We do not always set homework if extracurricular activities have affected regularly timetabled lessons.</p>

<b>Geography</b>		
	Types of task	Frequency
KS3	<ul style="list-style-type: none"> <li>• Research tasks e.g. case studies</li> <li>• Learning key terms</li> <li>• Preparation for work in class</li> <li>• Answering questions or completing tasks to support learning in class</li> <li>• Work on an extended project (e.g. investigating raw materials and transport for the industry project)</li> <li>• Group work tasks (e.g. TV weather forecast work)</li> <li>• Revision of skills or content for PINS assessments</li> </ul>	<p>At least once each half term</p> <p>Additional tasks (e.g. learning key terms, preparing for an assessment) may also be set</p>
KS4	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Past exam questions or parts of questions</li> <li>• Learning key terms</li> <li>• Completing and organising work in exercise books</li> <li>• Preparation for work in class e.g. investigating hard and soft engineering management strategies</li> <li>• Answering questions or completing tasks to support learning in class</li> <li>• Work on an extended project (e.g. Yorkshire Dales fieldwork)</li> <li>• Group work tasks e.g. global cities poster</li> <li>• Revision of skills or content for PINS assessments</li> </ul>	<p>Every two weeks on average</p>
KS5	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Past exam questions or parts of questions</li> <li>• Learning key terms</li> <li>• Completing and organising work in folders</li> </ul>	<p>A Level students usually have two teachers. Each teacher will typically set one homework per week</p>

	<ul style="list-style-type: none"> <li>• Preparation for work in class e.g. using A Level textbook</li> <li>• Answering questions or completing tasks to support learning in class</li> <li>• Work on an extended project e.g. fieldwork, NEA</li> <li>• Group work tasks e.g. global water sources task</li> <li>• Revision of skills or content for PINS assessments</li> </ul>	
--	---	--

<b>Health and Social Care</b>		
	Types of task	Frequency
KS4	<p>Health education campaigns, research and develop and create own.</p> <p>A fact file of the human lifespan. Looking at how an individual changes over time in a physical, emotional, social and intellectual way. This will be a research-based task which will take on the format of interviewing two individuals.</p> <p>A further research-based task which will go into depths of factors that affect the human lifespan.</p> <p>Communication task, PPT and group work Practice exam papers Full and part assignments</p>	<p>1 every 2 weeks.</p> <p>1 every 2 weeks</p> <p>1 every 2 weeks</p> <p>1 every 2 weeks</p>
KS5	<p>Exam papers Part assignments Full assignments Poster work and PPT presentations Group research-based tasks.</p>	<p>1 every week</p>

<b>History</b>		
	Types of task	Frequency
KS3	<p>Research-fact files Posters/leaflets Revision of content/key words Low stakes quizzes Pilot of Seneca Learning app in Yr. 7</p>	<p>2 x half term</p>
KS4	<p>Research/pre-reading Exam style questions Revision Low stakes quizzes Pilot of Seneca Learning app in Yr. 9</p>	<p>1 x 2 weeks</p>
KS5	<p>Research/pre-reading Specific preparation tasks Exam style essays Low stakes quizzes</p>	<p>1 x each week</p>

<b>Languages</b>		
	Types of task	Frequency
KS3	<p>Vocabulary learning Grammar tasks Written tasks Reading comprehensions Cultural research Flipped learning Assessment preparation</p>	<p>A selection of these activities throughout the half term.</p> <p>Approximately set on alternate weeks</p>

KS4	Vocabulary learning Grammar tasks Written tasks Reading comprehensions Cultural research Flipped learning Interactive listening/reading exercises (active teach) Exam questions Speaking exam preparation Assessment Preparation	A selection of these activities throughout the half term. Set on average at least every 2 weeks
-----	---	---

<b>Maths</b>		
	Types of task	Frequency
KS3	Homework tasks will cover previous content that students have been taught, usually a half term after they have been taught it. Occasionally homework will be based on what they are currently studying.	1 per week
KS4	Homework tasks will cover previous content that students have been taught, usually a half term after they have been taught it. Occasionally homework will be based on what they are currently studying.	1 per week
KS5	Recap work on prerequisite tasks for future lessons. Some work will be revision of current content.	1 per week

<b>Music</b>		
	Types of task	Frequency
KS3	<p>Students will receive a variety of homework tasks that will include the following:</p> <p>Research tasks based on the current scheme of learning. This is to develop their students' understanding of how music links to specific cultures and times in history as well as parts of the world.</p> <p>Musical theory tasks that will include notation puzzles, rhythm work, note and rest duration that develops numeracy skills.</p> <p>Literacy based tasks that will include spelling recall quizzes and definition tests.</p> <p>Practise homework where students will be expected to continue project work during free time in school or during an afterschool practice session</p>	Once per half term
KS4	<p>Students will be expected to engage with a variety of tasks throughout the GCSE course:</p> <ul style="list-style-type: none"> <li>• Regular music practice on instrument/voice. Students must be having regular musical instrument or vocal tuition and work each week on dedicated practise for this. This is the best way to ensure excellent performance grades at the end of the course.</li> <li>• Theory work – going through grade 1-5 music theory workbooks. Students will be expected to complete regular tasks based on music theory</li> <li>• Composition development – during composition period, students will be required</li> </ul>	Every 2 weeks

	<p>to develop musical ideas outside of lesson time.</p> <ul style="list-style-type: none"> <li>• Research and presentation work – students will be required to work independently or as part of a group to research specific areas of music and present findings to the class.</li> <li>• Students will be required to develop writing skills by completing a variety of long answer questions based on musical set works</li> <li>• Students will be required to engage with a variety of listening exercises throughout the course.</li> </ul>	
KS5	<p>KS5 students will follow a similar pattern to KS4 and will be expected to do all the above at a higher level.</p> <p>In addition, students will complete regular theory exercises and research tasks. They will also be required to read up around each musical genre studied in their allocated study sessions.</p> <p>Regular practise must mean at least 3 hours per week on their chosen instrument/voice.</p>	Every week

Re/Citizenship		
	Types of task	Frequency
KS3	<p>Students will receive a variety of homework based around the units of work. All year 7 students can complete the Extended Learning Project which feeds into a school event in November.</p> <p>Homework will also check and test students' power of recall and regularly involve recall tasks to ensure that knowledge is remembered. Students will also get the opportunity to research particular people, religions or topics. This may include researching and coming to next lesson with knowledge to support that lessons objectives.</p> <p>Homework will also help support our commitment to improve vocabulary and the use of subject specific terminology, students may be asked to learn key spellings, find their meanings or create a piece of work around a particular word or phrase.</p> <p>Comprehension tasks will also be a common feature of homework in RE.</p>	Once per half term
KS4	<p>Students will complete regular timed exam questions to build on and develop exam skills. This type of homework will be supported by clear planning within lesson time to ensure all students can access the homework when they come to complete it.</p> <p>Homework will also check and test student's power of recall and regularly involve recall tasks to ensure that knowledge is remembered. Students will also get the opportunity to research around a particular unit of work. For example, they may visit a local place of worship and take pictures or speak to a leader about their course.</p>	Three times a half term

	<p>Homework will also help support our commitment to improve vocabulary and the use of subject specific terminology, students may be asked to learn key spellings, find their meanings or create a piece of work around a particular word or phrase.</p> <p>Students will also be asked to gather quotes and passages from holy books to aid their studies.</p>	
KS5	<p>At KS5 students will be given extended reading to complete between lessons. This reading is essential and will allow students to debate and discuss issues within lessons. Students will also be asked to critique reading and apply an inquiry-based approach to research within the subject.</p> <p>Students will complete regular timed exam questions to build on and develop exam skills. This type of homework will be supported by clear planning within lesson time to ensure all students can access the homework when they come to complete it.</p> <p>Homework will also check and test students' power of recall and regularly involve recall tasks to ensure that knowledge is remembered. Students will also get the opportunity to research around a particular unit of work.</p>	Three times a half term

<b>Science</b>		
	Types of task	Frequency
KS3	Extended project e.g. cells Research tasks Consolidation/learning of key facts	Approximately 2 per year Approximately 2 per year Once per topic
KS4	Consolidation/learning of key facts Exam questions Revision tasks	Once per topic
KS5	Exam questions Revision tasks	Once per topic

<b>Sport</b>		
	Types of task	Frequency
KS3	Research and deliver a warmup, research different sport specific skills, create a poster on components of fitness, create a presentation or fact file on the principles of training	Once per half term
KS4	Research tasks, exam revision, lesson planning, designing a training programme, BTEC assignments, presentations	Every two weeks
KS5	Research tasks, exam revision, BTEC assignments, presentations, interview preparation, group meetings, work experience preparation, sports event organisation	Every week dependent on how many assignments have been set at the time from various members of staff as they all teach the same group.

<b>Technology</b>		
	Types of task	Frequency

KS3	<p>Homework will often be related to the current design and make project the students are following of could be individual piece of work which relates to an associated topic.</p> <p>Examples of homework may include elements of:</p> <ul style="list-style-type: none"> <li>• research work, such as collecting information.</li> <li>• extension tasks, such as graphic presentation work. <ul style="list-style-type: none"> <li>• a chance to further develop a skill.</li> <li>• literacy tasks, which are related to the subject.</li> </ul> </li> </ul>	Once per half term
KS4/5	<p>In KS4 and 5 students will be following a major design and make project of a more individual nature as part of their course. We would expect students to be mature and skilled enough to set their own targets (with guidance) of continuance and completion of the coursework tasks within NEA guidance. It will also include revision/ workbook activities</p>	Every two weeks