



Lathom High School Homework Policy

John Hattie (2016) : *“when homework is not deliberate practice, it is pointless”*

Rationale

Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. Homework is an integral part of the learning process for students at Lathom. Aside from supporting the learning which happens within the curriculum, homework plays a critical role in shaping positive learning behaviours such as independence, confidence and self-discipline needed to study effectively as life-long learners.

What does the Research say about Homework?

Research suggests that homework can have a positive impact on students learning. The EEF suggests that it can have on average +5 months impact on student attainment at secondary school. However, successive studies show that the **quality** of homework is far more important than the **quantity**.

Research suggests the following guidance:

- As some pupils may not have a quiet space for home learning, it is important for schools to consider how home learning can be supported e.g. through providing homework clubs for pupils.
- Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
- It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

Homework Principles

The following principles are grounded in the best bets of evidence around homework. Departments should use these principles to guide their own homework policy.

Purposeful

Homework should be purposeful and linked to classroom learning through practice, retrieval or adding greater depth of the curriculum. The aim and value of homework must be clear to students and parents. The focus should be on high quality homework, building habits of success and independence.

Accessible

All homework will be set on School Synergy. Homework activities should be focused, timely and accessible to all. Homework clubs and spaces will be available for students to complete homework in a quiet environment.

Independent

Independent learning strategies should be explicitly taught to students to support them to be successful in their learning.

Inspiring

Students should feel success and be recognised and rewarded for their homework, building extrinsic motivation.

Informative

Teachers will use homework formatively to provide feedback and inform future planning. This may be self, peer or teacher feedback.

Homework at KS3

At KS3 students will complete homework weekly for **Maths, English and Science**.

These will be a mix of paper and digital based activities, which are self-marked online or in class to provide instant feedback to students.

- Spanish and DT will set one piece of homework each fortnight
- Art and Music will set four pieces of homework per term.
- PE and Geography will set one piece of homework per unit of work.
- History and Religion and World Views will set 1-2 pieces of homework per unit.

All subject areas will also set at least one piece of reading homework per half term. The aim of this is to develop literacy skills and promote wider reading.

In addition to this, subjects may set optional homework. The aim of this is to add further depth and understanding to what is being taught and add real life context.

Homework at KS4

At KS4 students will complete homework for all of their GCSE subjects. These will be activities chosen departmentally to align with the GCSE specification and these may involve revision, reading, research, coursework planning or extended writing.

There is an expectation that year 11 students attend study club regularly.

There is an expectation that students who are absent when homework is set should complete the homework in a timely manner upon return to school.

Monitoring and evaluation

All homework must be recorded on School Synergy. Departments should monitor the impact of homework on progress through Synergy, book reviews and outcomes. Parents should be encouraged to access Synergy regularly and be supported to engage with home learning activities.

Sanctions and procedures

When homework is not completed, teachers should discuss barriers to completion with the student. Once these barriers have been addressed the behaviour policy should be used.

- a) Class teacher to log non-completion of homework on Synergy as first warning and discuss barriers to completion
- b) Class teacher to log and hold departmental lunch detention.
- c) Class teacher to log non-completion of multiple homework on Synergy and whole school detention to be held. Class teacher to discuss barriers to completion with parents.
- d) Class teacher to refer persistent concerns to Curriculum/Subject Leader – Curriculum/Subject Leader to discuss barriers to completion with parents.
- e) Curriculum/Subject Leader to discuss issues and next steps with departmental SLT Line Manager

Tutor

Identify students with homework problems across several curriculum areas and refer to HOY.

Head of Year/Assistant Head of Year

Meet with student and parent/carer in the case of persistent concerns across curriculum areas.