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HOMEWORK POLICY (KS/CUR/067)

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| Responsible: | Directors of Keswick School Multi Academy Trust |
| Lead Officer: | Head teacher |
| Date of Review: | March 2024 |
| Date to be Reviewed: | March 2027 |
| Signed: Date: | |

HOMWORK POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

| Version Number | Version Description | Date of Revision |
|----------------|---------------------|------------------|
| 1 | Original | March 2014 |
| 2 | Policy Update | March 2024 |
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1.0 THE IMPORTANCE OF HOMEWORK

- 1.1 Homework plays a crucial role in supporting students' academic progress by:
- Reinforcing and consolidating learning from the classroom.
 - Developing independent study skills, time management, and self-discipline.
 - Fostering a sense of responsibility and commitment to learning.
 - Providing opportunities for further exploration and extension of subject knowledge.
 - Encouraging critical thinking and problem-solving abilities.
 - Providing the opportunity for a dialogue between students and parents / guardians.
- 1.2 Our homework policy is designed in accordance with the recommendations of the Education Endowment Foundation (EEF) to ensure effective homework practices. It also follows the advice from the Department for Education (DfE) regarding the potential misuse of artificial intelligence (AI) by students in the completion of homework.
- 1.3 Additionally, we have also considered the wellbeing of our students and recognise that it is crucial that they also have time to pursue their own individual hobbies and interests and undertake other responsibilities they may have outside of school. Many students also travel to and from school for lengthy periods and it is important that they have time to rest outside of these times.

2.0 TYPES OF HOMEWORK

- 2.1 The EEF research indicates that homework can improve outcomes in secondary education. The quality of such learning opportunities and how this relates to main class teaching has been shown to be more important than the amount set.
- 2.2 Evidence suggests that homework is more effective when it is an integral part of learning, rather than an add-on.
- 2.3 For homework to have a positive impact on learning:
- Tasks should be regular, purposeful and play a meaningful part in the delivery of subject curriculum.
 - Tasks should focus on reviewing learning, recalling knowledge or developing knowledge.
 - Tasks should promote independent practice and be easy to navigate for those with little support at home
 - It should be clear to students what is required. When setting homework, teachers must ensure they inform students of:
 - the task and expected outcome
 - time expectation and deadline (students must be allowed a realistic time to complete the work; 24 hours is not usually sufficient)
 - the purpose of the homework, including how it connects to their prior and/or future learning
 - Teachers should address any barriers to completion, such as access to an online learning device or resources.

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3.0 TYPES OF HOMEWORK WHICH MAY BE SET:

We expect that with the developments in AI, the most effective homework will focus on reading, recalling, reviewing, and remembering key concepts and knowledge.

- Retrieval activities, including self-quizzing and self-marking quizzes
- Guided reading activities with associated questions
- Flipped learning tasks requiring students to read material, complete some independent research or watch a video before attending the lesson where this topic will be covered.
- Learning key vocabulary and/or spellings
- Learning sections from a knowledge organiser, text book, or revision guide
- Reading for pleasure (to develop skills crucial to the development of students' spelling, vocabulary, and reading)
- Completing tasks on an online learning platform e.g. Seneca, mygcsescience, Memrise, Mathspad, Languagenut, etc.
- Planning answers to exam questions
- Creating flashcards, brain dumps, mind maps to support revision
- Transforming written class notes into diagrams

3.1 The above list is illustrative but not exhaustive; all subjects are different and will set homework which is conducive to achieving the overall aims of this policy in a way which suits their subject discipline.

3.2 Whilst very occasionally, it may be appropriate to set homework to finish off work started in class this must not be the norm as this disadvantages particular groups of students.

3.3 The method of feedback will vary (e.g. whole class, automated, self-marked, peer-marked, teacher-student verbal feedback) depending on the task set. Not all homework will result in written feedback from teachers.

4.0 GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

4.1 Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents may be familiar with generative chatbots such as ChatGPT and Gemini. Keswick School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

4.2 When completing homework, students may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in computing lessons or art homework about AI-generated images.
- When staff give permission for them to do so.

In all cases, all AI-generated content must be properly attributed

4.3 Students may not use AI tools:

- During assessments, including internal and external assessments and coursework/non-exam assessments except where permission is given by the teacher

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- To write their homework or class assignments, where AI-generated text is presented as their own work

4.4 We consider any unattributed use of AI-generated text or imagery to be plagiarism, and in line with JCQ regulations, if a student submits AI written work as their own for non-exam assessments which contribute to their examination mark/grade, it will be classified as candidate malpractice and we will follow our procedures as set out in our malpractice policy.

5.0 TIME ALLOCATION

5.1 As the setting of homework is not statutory, there is no government guidance on the quantity of homework which should be set and therefore what follows is a guide to the amount and type of homework students should expect dependent on their year group.

5.2 In determining this, we have taken account of the EEF's recommendation that the quality of the task set is more important than the quantity of work required from the student as there is some evidence that the impact of homework diminishes as the amount of time students spend on it increases.

5.3 Please note that these time allocations are approximate guidelines. The actual time required may vary based on individual student needs and the complexity of the tasks.

6.0 KEY STAGE 3 PER FORTNIGHTLY ROTATION (MINUTES)

6.1 A KS3 homework programme supports younger students to develop good organisational skills.

| | English* | Maths | Physics | Chem | Bio | History | Geo | French |
|--------|----------|-------|---------|---------|-------|---------|-----|--------|
| Year 7 | 120 | 60 | 20-30 | 20-30 | 20-30 | 30 | 30 | 60 |
| Year 8 | 120 | 60 | 20-30 | 20 - 30 | 20-30 | 30 | 30 | 60 |
| Year 9 | 120 | 60 | 20-30 | 20 - 30 | 20-30 | 30 | 30 | 60 |

| | German | RPE | Comp | Art | Music | Drama | DT | PD |
|--------|--------|-------|------|-----|-------|-------|----|----|
| Year 7 | 60 | 20-25 | 30 | 30 | 30 | 30 | 30 | 20 |
| Year 8 | 60 | 20-25 | 30 | 30 | 30 | 30 | 30 | 20 |
| Year 9 | 60 | 20-25 | 30 | 30 | 30 | 30 | 45 | 20 |

**including time for private reading each week (this is part of the Accelerated Reader programme in Year 7)*

7.0 KEY STAGE 4 PER FORTNIGHTLY ROTATION (MINUTES)

7.1 Obviously, the demands of GCSE and other Key Stage 4 courses will lead to an increase in homework in Years 10 and 11. The precise demand will vary during the courses and may be heavier around the time of external and internal examinations.

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| | English | Maths | Physics | Chem | Bio | PD | Geo | Business Studies | RPE | History |
|----------------|---------|---------|-------------------------------|-------------------------------|-------------------------------|-------------------|-----|---|-------|---------|
| Year 10 | 120 | 80 | Up to 60 (up to 30 for CS) | Up to 60 (up to 30 for CS) | Up to 60 (up to 30 for CS) | 60 (30 for CS) | 60 | 60 (with additional retrieval tasks on Google Classroom) | 40-60 | 60-120 |
| Year 11 | 120 | 120-150 | 60 (30 for CS) | 60 (30 for CS) | 60 (30 for CS) | 60 (30 for CS) | 60 | 60 (with additional retrieval tasks on Google Classroom) | 40-60 | 60-120 |

| | French | German | DT Materials and DT Textiles | Hospitality & Catering | Drama | Computer science & Creative iMedia | GCSE PE | Art | Music |
|----------------|--------|--------|------------------------------|------------------------|----------------------------------|------------------------------------|---------|-----|--|
| Year 10 | 120 | 120 | 60 | 60 | 120 (includes rehearsal time) | 60 | 60 | 500 | 120 (plus instrument practice time) |
| Year 11 | 120 | 120 | 60 | 60 | 120 (includes rehearsal time) | 60 | 60 | 500 | 120 (plus instrument practice time) |

8.0 KEY STAGE 5

- 8.1 It is essential that all Sixth Form students understand that private study and home study are required elements in a successful post 16 course. As a guide, students should expect that one hour spent in the classroom equates to a further hour of work outside of the classroom. Year 12 & 13 students should therefore be spending on average 5 hours independent study per subject per week: this will be split between tasks set by their teachers and additional private study including wider reading, research, note making and revision of learning. Students studying EPQ and Core Maths should be spending an additional 1-2 hours a week on independent private study on these subjects.
- 8.2 Students in the Sixth Form are expected to be responsible for their own work. They will be encouraged to plan their work, taking account of taught lessons, supervised study in school and work at home. Students are expected to use their non-contact periods in school for study. Both the Sixth Form Centre and the school library provide excellent facilities for research and quiet independent learning.
- 8.3 It is very important that students plan their other working and leisure commitments in relation to their study commitments. Year 12/13 students will be expected to work with increasing independence, in not limiting their studies to particular units of material set for home learning, but expanding their reading and developing their skills on the basis of their own initiative. This will involve consolidating learning, planning and preparing for future lessons, research, study skills and independent learning.

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9.0 SUPPORT FOR STUDENTS TO COMPLETE HOMEWORK

9.1 The school recognises that access to research sources such as reference books, the Internet or local library will vary widely amongst our students. Teachers will encourage students to use the ICT facilities, homework club and the library in school. Additionally, a significant number of teachers have their own Google Classroom and websites which students can access from home, where more support for homework tasks is available.

9.2 In addition:

- All KS3&4 students are provided with a planner free of charge to record and manage their homework
- From September 2024, teachers will post homework tasks on Class Charts for KS3 students so parents can support their child
- A daily KS3 homework club runs every lunchtime in the Student Support Centre
- The school library is open most breaks and lunchtimes for student use
- An afterschool homework club for KS3&4 students is available in the SSC until 4.30pm each day (4pm on Fridays)
- Some departments run drop in clinics at lunchtime for students to access support for their learning
- Students who fail to complete homework on time will be supported through being sent to a supervised homework session at lunchtime to enable them to complete the missing work
- Praise and rewards to encourage motivation

10.0 NON-COMPLETION OF HOMEWORK

10.1 If a student fails to complete homework, they may be given a day's grace (usually only on the first occasion) or be required to attend a supervised homework session during the following lunchtime. This session will provide an opportunity for students to complete their homework tasks with support from staff members. Consistent failure to complete homework will usually result in sanctions such as lunchtime and afterschool detentions.

11.0 RESPONSIBILITIES

11.1 **Governors:**

- Ensure the establishment and implementation of a clear and consistent homework policy.

11.2 **Senior Leadership Team:**

- Communicate the homework policy to all stakeholders, including teachers, parents, and students.
- Provide guidance and support to teachers in setting appropriate and meaningful homework tasks.
- Monitor and evaluate the implementation of the homework policy

11.3 **Teachers:**

- Set regular and purposeful homework tasks that reinforce and extend classroom learning.
- Set tasks which are appropriate to students' needs and which will support and enhance their learning

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- Set homework according to the timings outlined in this policy
- Clearly communicate homework expectations, including deadlines and resources required.
- Check that all students understand the homework requirements before the end of the lesson
- Give adequate time for completion of tasks when setting deadlines
- Identify and address any barriers preventing students from completing homework
- Ensure students write their homework in their planner
- Following, its launch with parents, upload KS3 homework tasks to Class Charts so that parents can support their child’s learning at home
- Report areas of concern about regular non-completion of homework to the student’s Form Head and/or Head of Year
- Follow the school rewards and sanctions policy for successful and non-completion of home learning.
- Consider a student’s home learning when awarding an Attitude to Learning (AtL) grade

11.4 Parents/Guardians:

- Encourage and motivate their child to engage in homework activities.
- Create a conducive environment at home that promotes regular study habits and supports completion of homework away from distractions. Where this is not possible, encourage their child to use facilities at school or in some other suitable location, such as the local library.
- Ensure that their child is not exposed to distractions, from social media and/or gaming whilst completing home learning tasks.
- Communicate with teachers regarding any concerns or challenges related to homework completion.
- Encourage the development of good routines, time management and organisational skills
- Praise the effort (rather than the outcome) made by students in the completion of homework
- Listen and offer constructive advice to students who may be finding homework challenging but not complete homework for them
- Encourage their child to proof read and self-correct their work
- Support the school’s policy for non-completion of home learning
- Contact the school if they have any concerns about their child’s homework
- Ensure that if their child has a part-time job, this does not affect their home learning and their education in general
- Use the resources provided by the school to promote students’ independent learning at home

11.5 Students:

- Take responsibility for completing homework tasks promptly and to the best of their ability.
- Manage their time effectively to meet homework deadlines.
- Seek clarification from teachers when necessary and actively engage in independent study.
- Do not mis-use AI tools to complete homework or assessments
- Attend supervised homework sessions if assigned due to incomplete homework.
- Respond to feedback from homework to help them make better progress
- Speak to the teacher concerned *before* the deadline if there are any problems with completing tasks set.

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