SJFCC Homework Policy

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1. Introduction

Homework can be an integral part of learners making progress. According to the Education Endowment Foundation (EEF), homework is ranked 4th in terms of POTENTIAL impact on increasing rates of progress:

Toolkit Strand	Cost	Evidence Strength	Impact (months)
Feedback High impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒	+8
Metacognition and self-regulation High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒	+7
Reading comprehension strategies High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒	+6
Homework (Secondary) Moderate impact for very low cost, based on limited evidence.	£ £ £ £ £	🔒 🔒	+5

However, it is also true that this impact is only witnessed when homework is done well. Research shows that poorly planned and implemented homework can have no impact on progress. With barriers for learners such as impact on home/school life balance, mental wellbeing, access to appropriate IT facilities and similar impacts on teachers such as workload and chasing non-compliance – homework is an area where it is extremely important that it is planned carefully to avoid impacts and barriers and ensure that there is a measurable impact on learners progress.

2. **<u>St John Fisher – 5 underlying principles for homework:</u>**

In order for homework to be properly planned, it must be integrated into faculty and subject areas as is appropriate to the unique demands of individual subject areas. As such, the school wide policy is one consisting of five overarching principles, under which – all subject areas must lie. These principles are:

1. **Homework must be purposeful, linked to current learning and its purpose clearly communicated to learners**
    - Homework should be regular retrieval tasks set on a regular basis which tests current or previous topic knowledge. Learners will see that they are being asked to retrieve relevant material that supports their learning. The action of

retrieving knowledge has the specific purpose of embedding knowledge into long-term memory.Homework must NOT consist of “filler” material such as title pages or colouring in.

- Teachers must carefully consider what the purpose of homework is – whether it be reviewing key facts or practicing key skills. This planning should be done at the earliest possible opportunity – preferably when designing the scheme of work
- The purpose must be made clear to learners when the homework is set so that they can conceptualise where the homework sits in their bigger picture of their learning

2. **Homework must be shared in a clear manner**
    - Homework must be published onArbor
    - Clear expectations in terms of deadlines must be shared
    - Where necessary, resources and instructions must be included with the homework or stored in a common area such as a class Teams environment
    - It is the responsibility of the leaner to ensure that they regularly check their homework on Arbor.
    - Learners access Arbor using their school email address and password, which is the same as the one they use to login to school computers.
    - It is the responsibility of the learner to make sure that they know their email address and password. Most online homework platforms used by the school use school email addresses and passwords to login. In a small number of cases the username and password may be different. It is the responsibility of the learner to make sure they know their login information.

3. **Homework must be set with adequate time for learners to complete – whilst balancing their home life and commitments outside of school**
    - Homework must be set with a minimum of three working days between date set and deadline
    - It cannot be assumed that a weekend is sufficient time for learners to complete work. There must be due consideration given to commitments that learners and their families have outside of school

4. **Feedback must be given on homework**
    - Feedback can take many forms including – marked by the teacher, auto marked (online), marked in class by learners or peers.
    - Learners must through, whatever feedback mechanism is used, be clear on what they need to do to improve
    - Self reflection and metacognitive approaches to assessing homework are to be encouraged wherever possible (i.e. getting learners to set targets once homework has been marked)

5. **There will be a gradual development of learners between Year 7 to Year 11, in order for them to become more responsible, independent learners in preparation for KS4 qualifications and post 16 studies. Development and SUPPORT of independent learning as homework should continue into KS5**
    - Homework tasks will show a clear development throughout KS3, 4 and 5
    - Homework tasks may begin as a range of recall and practice tasks in earlier years and develop into more skills based, examination question style homework's in later years.
    - There should not be an expectation in September of Year 12 that learners are suddenly "independent learners" and as such should continue to be given structure and support with increasingly independent or complex homework's

3. **Faculty/Subject Appendices:**

Each faculty (or subjects within a faculty) will have produced their own criteria and processes for setting homework. These procedures will follow the five key principles above, but will have specific points on frequency, length and nature of homework for KS3, 4 and 5 that fits the unique nature of each subject.

4. **School Wide support with homework:**

In order to support learners with completing homework, a range of support mechanisms will be in place including:

1. Timetabled range of homework support clubs suitable for the complete range of learners within the school
2. Support programmes with peer mentors to help with homework
3. Support with resources required for homework including availability of IT equipment, access to printing and other specialist equipment such as art supplies
4. Access to the library before and after school and during lunchtimes.
5. Regular student voice opportunities to feedback on issues around homework
6. Support from form tutors, pastoral leaders and Heads of Year in directing help and support to learners most in need of it.

5. **Rewarding Homework**

In addition to the obvious benefits to progress that learners will access by completing well planned, well resourced and purposeful homework – learners should be rewarded through the use of achievement points and contact with parents (text/email/postcard/reports)

6. **Dealing with non-compliance**

Whilst it is true that homework can have a measurable impact on progress, dealing with non-compliance has to be dealt with in a sustainable manner. Simply issuing a raft of detentions will soon become a logistical issue and have an impact on staff time/workload. It is also no guarantee to improving outcomes.

Instead, noncompliance will result in the school seeking to work with parents and carers in engaging learners in the homework process There are two main levels at which this will be accomplished – at a subject/faculty level and at a Heads of Year level.

Subject teacher:

First homework missed:

- Give the learner an extra day to get the homework submitted
- Behaviour point added for non-completion of homework

Second homework missed:

- Give the learner an extra day to get the homework submitted
- Behaviour point added for non-completion of homework

Third homework missed:

- Give the learner an extra day to get the homework submitted
- Behaviour point added for non-completion of homework
- Email sent home to parents outlining that this is a third offence. Outline the impact on progress non-completion of homework will have in the long term. Once again outline the range of support packages available. Explain that no more direct communication will be issued for future homework's not being completed, however behaviour points will still be issued and will be communicated home via the SIMs Parent App.
- Faculty leader told that stage three has been reached
- Heads of Year and Pastoral Leader contacted
- After school detention can be issued – can be held in the homework support session

Further homework's missed:

- Behaviour point added for non-completion of homework

Heads of Year

Once the Heads of Year has been contacted about a stage 3 either they, or the pastoral leader, will talk to the learner to investigate ways in which they can be helped with completion of homework

If more than one subject has been identified as stage 3, the /pastoral leader will contact home to investigate strategies to support the learner.