



WALLINGTON HIGH SCHOOL FOR GIRLS

Homework Policy

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WHSG HOMEWORK POLICY

1. Principles and Definitions

At WHSG, we define homework as any work that students are asked to do outside of lesson time.

We believe that it plays an important role in a student's education; it gives them the opportunity to consolidate and practise the knowledge and skills that they have been taught in lessons, whilst also allowing them to develop as independent learners.

Educational research suggests that homework is most effective when it is:

- **Practice or rehearsal of subject matter that has already been taught.**
- **Clear and relevant;** students should know what they are doing and why they are doing it. Specific guidance should be given for open tasks.
- **Purposeful and planned for;** the homework set should be an integral part of a sequence of learning and not just an 'optional extra'.
- **Efficient and achievable;** it should be able to be completed in a fair amount of time without help.
- **Accessible;** homework should be designed to allow students of all abilities to benefit from its completion. Support should be available, either from the teacher or via FROG.
- **Acknowledged;** there is no expectation that homework should be teacher-marked, but it should be recognised by them or fed-back on in some way.

2. Protocols and Expectations

Educational research suggests that students make the most progress when they are set between five and ten hours of homework per week, with more than this seeming to have a detrimental effect on learning.

There is no expectation that teachers should set homework every lesson, or that they should set the maximum amount of work permitted each fortnight; we believe that homework set for homework's sake is ineffective, and that the quality of homework set is much more important than the quantity. The wellbeing of our students is of the utmost importance to us, and we believe that a healthy school-life balance is an important part of this.

No additional homework should be set during school holidays, other than transition work in the Summer of Year 11 and Year 12. Homework in the fortnight before an examination period should be solely revision based.

Homework should be set at an appropriate point in the lesson (ideally at the start), with plenty of time given for students to fully record the details in their planner, including a due date and the time it should take to complete.

Maximum Homework Time

Bearing this in mind, the maximum amount of homework that can be set per fortnight for each key stage is as follows:

- **In KS3**, subjects may set up to a maximum of twenty minutes per hour taught over the fortnight. This can be set either as short tasks or combined into longer pieces of work.
- **In KS4**, each exam subject may set up to two hours per fortnight. As in KS3, this can be a combination of shorter and longer tasks.
- **In KS5**, students should complete approximately twenty hours of study per week, in addition to lesson time.
 - This will consist of a combination of teacher directed tasks (homework) and 'self-set' tasks (independent work). Teachers should set no more than one hour of directed tasks for every hour taught in order to allow students time to undertake their own independent work.
- An additional thirty minutes of PSHCE homework may be set by form tutors each fortnight for all key stages.

Homework Deadlines

Homework should not be set for handing in the next day.

Students should be given a minimum of five days to complete any homework that will take longer than this.

If the homework is due within five days of the lesson that it is set, all students must be able to complete it within:

- Thirty minutes for KS3 and KS4
- One hour for KS5.

3. Roles and Responsibilities

It is the responsibility of the teacher to set homework in accordance with is policy.

It is the responsibility of the student to:

- Complete all homework to the best of their ability.
- Fully record their homework in their planner, including a due date and the maximum time it is expected to take them.
- Manage their time outside of lessons so that homework is completed on time without having to be rushed.
- Catch up on any missed homework, either by speaking to another student or their teacher.
- Read regularly and widely, as noted in the literacy policy.

It is the responsibility of the parent to:

- Check and sign their child's planner weekly.
- Sign off any homework that their child has spent the allotted time on (putting in maximum effort) but has not fully completed, so that the teacher is aware that sanctions for incomplete homework should not be put in place.
- Allow a suitable place and sufficient time for their child to complete their homework. This could be in a quiet, designated place at home or after school in the school library.

4. Monitoring and Reporting

This policy will be monitored by Senior Leadership Group and Heads of Year through the Quality Assurance of Teaching and Learning (QATL) carried out in accordance with the QATL schedule.

5. External References

Educational Endowment Foundation; Secondary Homework (accessed 11.02.18)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/>

Huntington Research Schools Network; Homework: What does the evidence say? (accessed 11.02.18)

<https://huntington.researchschool.org.uk/2017/11/10/homework-what-does-the-evidence-say/>

Susan Hallam (IOE); Homework – it's uses and abuses (accessed 11.02.18)

<https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf>

John Hattie; Visible Learning (*Routledge, 2008*)

John Hattie; Visible Learning for Teachers (*Routledge, 2012*)

Peps Mccrea; Memorable Teaching (*CreateSpace Independent Publishing Platform, 2017*)