


# TEIGN SCHOOL

## HOMEWORK POLICY 2019/20

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## **1. INTRODUCTION**

It is essential that pupils store subject-specific knowledge in their long-term memories, because it is the foundation that allows them to develop deeper understanding and skills. Pupils, parents and teachers recognise that in order to retain the curriculum long-term, pupils need to spend more time than the 8.50 – 3.15 school-day provides to deepen or consolidate long-term memory through deliberate practice. So homework is not designed as a task to keep a pupil busy, but purposeful work that helps a pupil retain knowledge, build understanding and develop skills.

## **2. CONTENT OF HOMEWORK**

The teacher will: -

- make explicit reference to the learning focus (eg. 'In order to learn about the context of Jacobean theatre, please prepare for a test through making a colourful, illustrated mindmap from the notes we made in class. Factsheet attached')
- recommend learning strategies (including parents/carers and family members) to build subject-specific knowledge
- provide explicit learning resources, with recourse to the answers
- state the expected time spent on the homework
- emphasise the need for reflection and self-assessment of learning

## **3. FREQUENCY OF HOMEWORK**

The expectation is for Years 7 and 8 to complete an hour and a half five times a week, Years 9, 10 and 11, two hours five times a week (Most pupils have 14 or 15 homeworks per fortnight, which makes the recommended duration of each piece of homework up to an hour for Years 7 and 8 and up to an hour and 20 minutes for Years 9 to 11) and Sixth formers three hours five times a week. All homework is to be set using e-Praise, which obligates a deadline; the deadline is set by the homework timetable which specifies the hand-in date.

## **4. ASSESSMENT & MARKING OF HOMEWORK**

The assessment of homework will, more often than not, be evidenced at deadline through knowledge tests.

## **5. SUPPORT**

All departments will publish and hold weekly homework clubs to allow pupils support in carrying out their homework.

Pupils who do not meet their personalised targets nor have evidence that good time was spent on the suggested revision strategies will have a homework support intervention.

<https://www.tes.com/news/daniel-willingham-how-use-working-memory-your-pupils-advantage>

## 6. PROCEDURE

- The teacher will mark pupils' completion or non-completion of homework on Epraise, adding the intervention for those who have not done the deliberate practice. The marking of non-completion will alert parents to the homework intervention.
- The teacher tells the pupil in person that they have an after-school intervention.
- The list of those in support will be collated at 3.30pm on the Tuesday, filtered to tutor groups and shared with Year Leaders and tutors.
- The individual support strategies for the intervention are on paper, identified clearly with pupil name, year group, subject, and subject teacher.
- The support strategies must have all the information on them – pupils cannot be expected to draw the knowledge from memory (or from a book they do not have in school that day).
- The strategies are given to MBA by 8.35am on Wednesday before the PDBW morning meeting.
- Tutors remind any tutees with an intervention at tutor time.
- Those pupils without work will not be required to attend the Intervention – Leaders of Department will be given a list of any pupils who did not have work provided for them.
- The list, with room numbers is published outside the Canteign at first break.
- Pupils attend intervention at 3.20 for half an hour for each incomplete homework.
- If a teacher wants the pupil to do the homework in a subject-specific area, they must come and collect the pupil.
- Any teacher who has placed a pupil in intervention is required to check in briefly to acknowledge the pupil's attendance.
- The intervention is an opportunity for SLT to stress the importance of learning and help with revision strategies.

- If a pupil fails to attend, the member of SLT, House Leader or tutor will call home to discuss possible obstacles and further strategies to ensure the success of the pupil in their learning, including attendance at subject clubs at lunchtime or after-school.
- If the pupil misses three interventions, the parent will be asked to a meeting to discuss their son/daughter's academic progress and reminded of their role.

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