



DAVISON CE HIGH SCHOOL FOR GIRLS

POLICY AND MANAGEMENT DOCUMENT

HOMEWORK POLICY

Including: teacher guidance, student expectations, parental roles, support for students and inclusion

September 2024

Our Vision is that at Davison Church of England High School for Girls, students are free to choose any faith or none, but as a Church school, we want our students and staff to live life in all its fullness and flourish as God intended. We reflect on what God has done for us through Jesus. We model his work through our Christian values. In our school we strive to reflect these values in the way we treat one another, conduct ourselves and care for those in our community and around the world.

This policy reflects our commitment to our vision to supporting every child and adult in our care.

At Davison CE High School, it is a prime aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring Christian community, whose values are built on trust, friendship, thankfulness, hope, forgiveness, and endurance. This outworks in the form of respect, love, and care for all, as reflected in this policy.

Lead Member of staff	CBY
Governor committee	
Chair of Governors signature	
Reviewed	
Next Review date	January 2027

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Rationale – Homework tasks are a robust means of supporting independent learning, Key Skills, the school’s values and habits for learning. Through effectively designed tasks, they provide a structure to autonomous learning for all students.

Intent – Homework is used to raise attainment for all students. This means using it to support and challenge students at all levels. As a result, homework becomes a mechanism that accelerates student progress. This is part of how we enable all students to flourish.

Adjustments – Acknowledging the diverse needs of our students, we are committed to offering extra support as needed. Homework will be modified to support the needs of individuals. Access to technology will be made available and, in some cases, identified students may need to focus on completing key skills subjects only. This is to be agreed by HT.

All students have the option to complete homework in the LRC. There will be an ongoing homework area for KS3 and KS4 only after school which will allow them access to IT provision.

Habits for learning	Teacher standards
Engagement and Challenge: teaching engages and challenges students to adopt aspirational and resilient characteristics	TS1, TS2, TS4, TS5
Making Connections: review of and making connections with prior learning and the wider world or making connections in other curricular areas.	TS3, TS4
Curiosity: asking questions that inspire inquiry and reveal the level of student understanding. Encouraging students to ask questions as well as answer them.	TS3, TS4, TS6
Guided Learning: new material is presented in manageable steps, with modelling and guiding student practice.	TS2, TS4, TS5, TS6
Key skills: teaching is explicitly aware of student context and provides for rich practice of literacy/numeracy/oracy.	TS2, TS3
Working environment: Classrooms are stimulating and fit for purpose. The room reflects both learner learning and strategies to enable them to move on.	TS7, PPC
Learners: Teachers have a good understanding of the pupils in front of them and how to accommodate their needs. (PP, SEND, HPAs) Students evidence a clear sense of responsibility for their own learning.	TS1, TS2, TS5, TS7, TS8, PPC



Homework policy for teachers -

- **Setting** – All homework set on Frog. If another platform is being used for the homework activity this will still need setting on FROG. The purpose of the work must be explained to students:
 - **Learning tasks:** Use clear knowledge sources to support retrieval practice, teaching the various techniques in advance through flipped learning or getting students to read ahead to have some understanding of the contents. Spelling and vocabulary are classic examples.
 - **Practice tasks:** Repeating procedures that have been covered extensively in class – i.e. where students are practising for fluency – are effective homework tasks or Maths questions, sports skills practice, and any repetition task all fall into this category.
 - **Research tasks:** This is where students seek answers to specific questions. Time between lessons can be used to find things out or read ahead. Be sure to keep this structured – open-ended research can be overwhelming or result in blind copying; structured questions allow students to focus their research in a productive manner.
 - **Redrafting tasks:** If feedback has been given during lessons, homework time could be used to re-do tasks to a higher standard.
- **Monitoring** – teachers must monitor completion of homework and reward/sanction accordingly. If students need further support, then seek this through tutors/heads of year/parents.
- **Year 7** – Autumn 1-core subjects only (optional for other subjects). Autumn 2- EBACC subjects (optional for other subjects). From Christmas - all subjects to set homework in line with the timings below. This is to allow the workload for Year 7 students to increase gradually as they begin to understand how to use the different platforms to complete and check homework.
- **Timings** – be explicit on Frog with the amount of time the task should take. The timings have been carefully planned to provide a balance of challenge and the opportunity to engage in a wider range of out of school activities to support students full and flourishing lives. It should be clear to students that the quality of the content of their homework is more important than the quantity of homework. There may need to be more flexibility with the timings for pupils with SEN needs. Please speak to HOD about this.

	KS3 per week	KS4 per fortnight
Core (Eng, Maths & Sci)	Maximum 45 minutes	Maximum 90 minutes
Non-Core 3 or more hours	Maximum 30 minutes	Maximum 60 minutes

Non-core less than 3 hours	1 homework per fortnight	1 homework per fortnight
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- **Support** – Print out resources for students that do not have access to technology. Upload extra support to Frog (where they can look for answers). Guide students towards the LRC as a homework space.
- **Differentiated tasks** – When appropriate, homework should be differentiated through choice. Students should know which of the tasks is the most challenging and be rewarded for completing tasks that are more difficult for them.

Student responsibilities for successful homework

- **Preparation** – tasks that require a printer or computer are not completed the day before the task to avoid technology issues.
- **Deadline awareness** – there should be an understanding of how Frog is used to show deadlines for homework. This can be seen through the calendar function or on the tasks section. If a task will miss the deadline, students are responsible for letting the teacher know before the lesson. Missing a deadline may result in a detention.
- **Prioritisation** – based on deadlines, prioritisation of workload is paramount to ensure all work is completed to a high standard by the hand in date.
- **Task comprehension** – read the task fully on Frog. If there are any issues, contact teachers via email or directly to seek clarification. This might mean contacting class teachers/subject leads.
- **Engagement** – actively engage in the homework and focus on understanding the material. Use your endurance to give all the tasks a thorough attempt.
- **Independent learning** – use a range of study materials to help work through the task. E.g. the internet, the LRC, exercise books, revision guides etc.
- **Distractions** – make the active choice to remove distractions. Ensure high levels of preparation for learning so that looking for equipment does not cause further distractions.
- **Support with content** – if support is needed to complete the tasks, speak to the teacher who set the homework in advance of the lesson (email or in person).
- **Support with completion** – if support is needed with technology or spaces to work then use the LRC before school/break/lunch/after school.
- **Accountability** – students are accountable for completing homework. If there are difficulties, they should speak to all members of staff involved: subject teachers/subject leads/tutors/Heads of Year.

Email template for missing homework deadline

Dear Mr/Mrs/Miss/Dr [Teacher Name],

I am emailing to let you know that I am going to miss the homework deadline for... [say which piece of homework it is for]

The reason for this is... [write your reason(s) here]

I will make sure that the homework is handed in to you by [write the day you will hand in your homework].

Kind regards

[Your name]

[Your form]

Homework support policy for parents/carers -

- **Routines** – support with a schedule for completing tasks. Build in time to check Frog regularly and time for homework to be completed.
- **Working space** – if possible, set up a working space that does not have distractions. If this is not an option, there are spaces within school that can be used to complete homework e.g. library/after school clubs/refectory/diner.
- **Minimise distractions** – remove objects that are distracting to allow for complete focus on the homework set.
- **Communication** – ask about homework and see if there are any difficulties in completing it. If there are, look to contact the respective teachers.
- **Informed** – check Frog to see the tasks that have been set.
- **Encourage** – use of a range of platforms to complete work e.g. Frog department page, BBC Bitesize, Seneca, Sparx etc.
- **Celebrate** – celebrate when tasks are completed independently.
- **Marking homework** – it is up to the teacher's discretion if the homework will be marked with a grade. All homework will be checked by the teacher to ensure they are completed and to a good standard.
- **Importance of homework** – it has been shown by the Education Endowment Foundation (EEF) that completing homework can help students to perform 5+ months better than if they did not complete it. This is why it is important for all students to complete their homework, as part of our vision for all students to flourish both academically and beyond.

Homework

High impact for very low cost based on very limited evidence

Implementation cost ?



Evidence strength ?



Impact (months) ?

