

# Wootton Academy Trust



## Homework Policy

- a) This policy applies to all schools managed by Wootton Academy Trust
- b) This policy was adopted by Wootton Academy Trust in May 2015

## **Expectations:**

- **Homework is consistently set in accordance with each subject's homework expectations.**
  - **Homework is differentiated or accessible to learners of all abilities.**
  - **Tasks are challenging; stretching learners of all abilities.**
  - **Good practice includes clear success criteria or structured tasks which are varied in content/style.**
  - **The VLE is used to support the provision of homework.**
1. A one size fits all timetable does not suit the needs of individual subjects or best meet the needs of our learners. Therefore each subject will be asked annually to provide a series of expectations which their department will adhere to in the setting and assessment of homework.
  2. This school believes that homework serves the following functions:
    - It is a valuable form of communication between parent, students and school.
    - It enables staff to diagnose individuals' areas of weakness.
    - It offers students the opportunity for independent research.
    - It enables students to consolidate what has been learnt during the day.
    - It develops students' ability to organise and manage their time effectively.
    - It encourages students to develop a sense of responsibility and self-discipline.
    - It is essential to enable GCSE controlled assessment demands to be met.
    - It enables high academic standards to be met.
    - It helps prepare our students to meet the demands which will be made by further and higher education.
  3. It is expected that homework is set which is appropriate to the needs of individual learners and is meaningful in content and purpose. It should prepare students for their learning in the classroom, embed the learning from lessons or provide an opportunity to develop independent inquiring minds. To prepare students for study at higher level we must encourage independence and resilience towards learning outside of the structured classroom environment.
  4. Students in Year 9 should expect each homework tasks to be approximately 30 minutes in length. Students in Year 10 should expect 40 minutes and for Year 11 the allocated time goes up to 45 minutes for each homework task.
  5. Students in Wootton and Kimberley College sixth forms study fewer subjects but in greater depth, so the homework demands are different. Students would normally expect about five hour's homework a week per 'A' level subject studied as well as their private study time in college. This homework may have a range of purpose including assessment, additional research, wider engagement of the subject, personal note gathering or collaborative work on a project. Not all of this work will be formally assessed by the teacher.
  6. All students in the main school are expected to record work set in the Personal Organiser provided by the school and which is available at all times for staff or parents to see. We welcome parents' interest in this Diary and ask them to sign it once a week to confirm that work is being done. It will also be checked and signed by tutors. Sixth form students are expected to have a means of recording the private study tasks set.

7. Homework must not be set for the following day to allow students adequate time to engage with and complete the tasks. It is also recommended that homework is not set in the first and last week of each term.
8. All homework should be designed with appropriate differentiation and scaffolding to allow learners of all abilities to access the tasks and progress their learning. A range of activities can also be a good strategy for engaging students in the tasks.
9. The VLE must be developed and used to support and facilitate homework tasks that encourage independence and an opportunity for flipped learning. On this platform there should also be signposting to alternatives or extensions to homework, for example online products such as MathsWatch, extracurricular activities to join, or a reading list of appropriate webpages, magazines, or online video content.
10. Homework will ideally be marked on each occasion it is set. This may be online marking, a comment, peer assessment or formal feedback with opportunity for improvement. Work can also be assessed through use and discussion during the lesson. At least once every half term a homework task should have formal feedback.
11. Departments will determine their own consequence for non-completion of homework tasks using the school behaviour policy. Quality work and good effort should be praised to reinforce the value and purpose of homework.
12. The monitoring of the frequency and quality of homework tasks set by subjects will be the responsibility of Heads of Subject as part of regular work scrutiny. Progress Leaders and the Quality Assurance group will also undertake work scrutiny.