

# Maplewell Hall School



## Homework Policy

Approved by Governing Body at  
Maplewell Hall School

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## Value

At Maplewell Hall School we believe that learning extends far beyond the parameters of the classroom. Opportunities for learning at home and in the wider community are valuable opportunities for students to learn new skills and to practice skills learnt at school. We believe that parents/carers play a vital role in home learning.

We value the support of parents/carers, and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home School Agreement.

## Aims

Homework is encouraged throughout the school. To be most effective parents, carers, staff and pupils need to understand its purpose.

Homework:

- Reinforces skills which have been taught in school and gives pupils the opportunity to practice what they have learnt;
- Encourages self-discipline as the pupils can take responsibility for their own learning;
- Promotes independent learning;
- Provides teachers with the opportunity to support and extend individual pupils;
- Sets standards for life and pupils become accustomed to working at home, preparing them for college and future employment;
- Encourages pupils to share their learning with parents and carers;
- Encourages parents/carers to become involved with their child's learning

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school, which is reflected in the Home-School Agreement. We recognise that all children need leisure time, and hope that our policy reflects a balance so that children can extend and consolidate their learning with parental support while still allowing 'down time'.



## Homework Format

Homework is given regularly in core subjects throughout the school following the homework calendar.

*See Appendix 1 for the Homework Calendar (Autumn term)*

We put reading at the heart of our curriculum, and over the past few years, we can see the positive impact reading has on pupils' progress in school, and therefore we encourage students to read at home daily. Reading for pleasure is valued and not just confined to the total time spent completing homework. We want to promote a love of reading in every child. We encourage parents and carers to discuss their child's books and ask questions about them to ensure that there is an understanding of their book as well as accurate reading. The Tutor Time Reading Google Classroom contains an online library (code: s5vk6ij) plus a range of other resources which can be accessed from home. Library books can also be taken home.

Students will be expected to spend increasing time on their homework as they progress from Key stage 3 to Key stage 4. This will depend on the tasks set and, as a guideline, we would expect students to spend up to 60 minutes in Key Stage 3 and up to 3 X 60 minutes in Key stage 4 and 5.

## English

In Key Stage 3 and Key Stage 4 the Step up to Independence (B) and Learning for Life (C) pathways homework will follow a 20:20:20 format:

- 20 minutes reading
- 20 minutes of vocabulary practice
- 20 minutes of topic knowledge

This holistic approach benefits not only learning in English, but in all curriculum areas, promoting an extensive academic vocabulary, improving comprehension skills and building cultural capital.



The 20-minute tasks can be completed over the course of one hour, or split into three smaller tasks across the week.

All homework will be set and monitored using Bedrock and Google Classroom.

## Reading

A minimum of 20 minutes of weekly reading at home further supports our Reading Curriculum, building students' vocabulary, creativity and comprehension skills.



### Resources

- Tutor Time Reading Classroom or Phonics classroom
- <https://www.readtheory.org/>
- School library



## **Vocabulary**

In conjunction with reading, explicit teaching of Tier 2 vocabulary will develop students' reading, writing and oracy skills across the curriculum.

### **Resources**

- Bedrock Learning

## **Topic Knowledge**

Using blank and partially or pre-filled Knowledge Organisers, students will revise and retrieve the knowledge required for the topic currently being taught. Teachers might direct students to complete one particular section of the KO, or employ a 'what can I recall?' approach to monitor knowledge retained.

### **Resources**

- Knowledge Organisers

## **Key Stage 4 Stretch and Challenge Pathway (A)**

To ensure students are prepared for the demands of the GCSE Language and Literature courses, students on this pathway will receive a 60 minute challenging task.

This will be set by the class teacher and will be dependent on the texts currently being studied, and may include (but not limited to):

- Pre-reading of a text
- Knowledge questions and organisers
- Exam questions and essays
- Further reading and independent research

All homework will be set and monitored using Google Classroom.

## **Maths and Science**

To improve numeracy and science knowledge students will need to complete 60 minutes maths and science work as part of their homework. Task may include:

- Retrieval practice to improve memory of knowledge. In maths: MyMaths, Times Tables Rock Stars and HegartyMaths in Science Knowledge Organiser etc.
- Practice using knowledge to improve understanding.
- The focused application of knowledge to improve problem solving.

Elements of this will be assessed as normal by Maths and Science staff.

## **Support**

A range of homework support is available for students, including:

- Access to ICT and the school library at break, lunch and tutor time
- Advice and help from subject teachers and tutors
- Lunchtime homework sessions arranged by departments once a week
- After school homework club
- Additional or extension work available

## Expectations

Students are expected to:

- Complete homework by the due date given
- Always try their best and challenge themselves to complete homework to the highest standards
- Take responsibility for their homework.
- Talk to parents/carers and teachers if homework has not been completed for a valid reason. Ask parents to contact the teacher if necessary.
- Accept reasonable actions issued by teachers if homework is late or incomplete

**Parents/carers are expected to:**

- Support their child(ren) in developing good study habits at home and ensure that they complete the homework tasks set to the best of their ability and is well presented.
- Support child(ren) by checking that homework is completed on time.
- Check and sign their planner to confirm completion of Homework tasks weekly
- Contact teaching staff, ideally by email or note in the planner, to provide feedback and particularly if there were difficulties with homework set
- Praise your child(ren)'s efforts with homework when they are working well. Support teaching staff and sanctions applied if homework is late, not completed or is not of a high enough standard for your child.

**Teachers are expected to ensure that:**

- Homework tasks have clear learning objectives and help to consolidate work taught, introducing or directly building on and developing prior learning, leading to mastery of subject knowledge.
- Homework is given in line with the published Maplewell Hall Homework Policy and Timetable,
- Parents are informed about the homework via Weduc Homework.
- Homework is assessed regularly, and students receive timely feedback in line with the Department Marking and Feedback Policy.
- Rewards are given for homework in line with the Maplewell Rewards Policy when students have completed their homework leading to progress in their learning.

- Homework tasks do not need to involve parents or require specialist equipment not provided by the school.
- Uncompleted homework is recorded on Go4schools and a message will be sent to parents informing them of their child's unfinished homework.
- If a student fails to complete homework in more than 2 occasions appropriate action is taken, e.g., lunchtime reflection time, homework monitoring cards, referral to Head of Department and meetings/phone calls with parents to resolve the issue.

#### **Head of Departments are expected to ensure that:**

- Homework is planned as part of the curriculum to complement and build on learning in school.
- The impact of the departmental homework is monitored by conducting regular reviews e.g. of retrieval practice, exercise books.
- Their departmental homework procedures are well planned to be manageable and sustainable across the year for students and staff.
- They outline clearly to staff the procedures in their department and review them each year, addressing the Maplewell vision and expectations.

#### **Senior Leaders Team are expected to ensure that:**

- The Maplewell Homework Policy is monitored and evaluated via whole school self-evaluation procedures, for example, reviewing samples of students' books and seeking the views of students and parents.
- Head of Departments are supported in their monitoring and evaluation of homework within their departments.

### **Inclusion and Equal Opportunities**

All children are provided with equal access to homework that is relevant to their current stage of learning. We aim to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background.