



Homework Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

At Tallis we know homework forms a vital part of students' learning experiences, helping to embed knowledge and skills acquired in class and providing young people with an opportunity to develop a range of crucial learning habits including independent thinking, creativity, resilience and initiative.

1. Aims of this policy:

- Ensure consistency in the approach to homework for students across the school
- Set out expectations for all members of the school community with regards to homework

2. Defining Homework

Homework, which is sometimes called 'Independent Learning', combines:

- The homework tasks set in order to complement the teaching and learning in the classroom or through remote learning
- The revision of key content and skills in order to deepen students' understanding

3. Background

Research in the last decade has begun to focus on the relationship between independent learning and student achievement and has shown a clear resulting improvement, particularly for students at secondary school. According to The Education Endowment Foundation, the impact of homework on secondary learning is consistently positive (leading to on average five months' additional progress for all students, and seven months for disadvantaged students), whilst Hattie's Visible Learning assigns it an effect size of 0.64.

The EEF has published guidance for setting effective homework / independent learning. They advise that:

1. Planned and focused activities are more beneficial than homework which is more regular but may be routine or not linked with what is being learned in class.
2. The broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.
3. A variety of tasks with different levels of challenge is likely to be beneficial.
4. The quality of homework is more important than the quantity. Students should receive specific and timely feedback on homework.
5. The purpose of homework needs to be clear to children (e.g. to increase a specific area of knowledge, or fluency in a particular area).

Homework practice and recommendations:

- Independent learning should be set each week on Bromcom. It should be a planned part of the curriculum, beneficial to student learning, and work effectively in conjunction with both school-based and remote learning.
- Tasks must be clear, well scaffolded, and be able to be done independently.
- There should be just the right amount of challenge. Not so challenging that students give up, but not so simple that they are not stretched.
- Considerations need to be given to resources that students will need, and any further support, to complete the work to a high standard – including any use of ICT.
- Homework should be monitored for completion and act as an integral part of the ongoing learning cycle.
- There should elements that encourage curiosity and enquiry to flourish.
- Homework should be adapted where necessary to ensure it is accessible to all students.

The four types of effective homework:

- Preparation Activities – a task that helps students prepare for their learning. Sometimes this is called Flipped Learning.
- Practice activities – tasks that help students practice knowledge learnt in class. For example, students might complete practice exam questions, extended writing tasks, or questions based on what they have learnt in class.
- Revision tasks – tasks students learn content. This might be learning key facts, or completing tasks from a revision booklet, or online. Revision tasks will always be active tasks, where students are expected to produce an outcome, such as work in a revision booklet.
- Extension activities – activities that probe students think deeper about their learning or stretch you to go above and beyond what you have covered in class. These might include research or project tasks.

4. Frequency and amount

Studies suggest the optimum amount of homework of between 1 and 2 hours per school day (slightly longer for older students), with effects diminishing as the time that students spend on independent learning increases. Therefore, the school will aim for the following amount of independent learning to be set per night and in the listed subject areas:

Key Stage 3

- Homework tasks will be between 30-45 minutes in duration
- Core subjects, Humanities and Languages: set at least once per week
- Foundation subjects: homework set regularly according to how often the student is seen by the teacher

Key Stage 4

- In KS4 students should be spending between 60-90 minutes on each homework task. Students will expect to receive at least one piece of homework per subject, per week.

Key Stage 5 Expectations

- It is expected that for every hour of lesson time students in the Sixth Form will do one hour of independent study as 'independent learning' or homework.
- Staff should set independent work that amounts to this quantity and set this on Bromcom.

5. Student expectations

- students complete the homework set to a good standard
- students ask their teacher to ask for help, if they are stuck on the homework, before the due date
- students are ready to show teacher the homework in the lesson
- students should understand that if they do not complete the homework, there will be sanctions which they must complete.

6. Support for students

- Our school library is open until 4.30pm each night and is a space where students can get further support
- Homework clubs are also run for students with additional needs, run by the SEND department
- Any student who needs access to ICT but does not have a laptop at home should speak to their Head of Year, as the school can arrange a loan of a laptop
- Additional clubs and support for homework completion are run by year teams. For example, in Year 11 a breakfast club runs from 7.45am three times a week where students can complete homework and revision