



# Homework Policy

## Ernest Bevin Academy

The best in everyone™  
Part of United Learning

### Strategic Aims

#### This policy aims to:

- Achieve consistency in the setting, recording, monitoring and marking of homework within and across departments
- Ensure that all homework is of a high quality
- Reduce paper use linked to homework through increased use of digital platforms and the phasing out of paper planners
- Reduce instances of non-completion of homework

**Responsibility:** Assistant Principal

**Date Approved:** Autumn 2023

**Approved by:** Principal

**Review Date:** Autumn 2024

**Monitored by:** Assistant Principal

**Links to other Policies:**  
Assessment and Reporting

### Independent learning – home learning

One of the traits of an outstanding learner is the ability to work independently and be robust against setbacks. Staff need to develop each learner's confidence so that they are able to tackle work and find ways to overcome areas of difficulty independently.

At EBA the belief is that regular setting of meaningful homework enables students to:

- Develop independent work skills essential for academic success at all levels
- Be robust and resilient when challenging work is set
- Demonstrate integrity through their ownership of their work
- Increase their capacity and confidence to problem solve
- Take on responsibility for their learning and management of time
- Grow a love of learning and discovery of knowledge
- Experience success

Good homework supports students learning in a variety of ways, by allowing:

- **Participation** - in class some students may seem to be involved but may in fact be passive onlookers to the process. A good homework task might encourage the student to actively participate in the learning process;
- **Preparation** - some lessons might require some preparation. Students might need to secure knowledge or a routine before they are able to undertake work in the next lesson;

- **Practice** - a homework task might allow students to practice a skill developed in school within their own context that matches their interests or values;
- **Personal development** - research skills and time management are 'soft skills' that are not intrinsically graded but are relevant and valuable skills in adult life;
- **Parent, teacher, student** - homework tasks can be a good tool for communicating topics being covered in school to the parent. Students can show their prowess in their work to their parent as well;
- **Progress** - homework tasks are another assessment tool and as they occur away from the influence of the teacher, they are a way of uncovering misconceptions.

Even great homework tasks can be ruined if the students do not have enough time to complete work to a satisfactory level. Students should not be put into a situation where they **have to** choose between homework tasks. This could come about from several teachers setting their homework at the same time or a lack of coordinated approach to deadline setting. Teachers should allow sufficient time for students to complete the work and not set an unreasonable short time for it to be completed e.g. overnight. We do not prescribe a homework timetable for students as this often means teachers do not mark the work in a timely manner in sufficient depth. The frequency of homework is on the school website.

Teachers need to be aware of the ICT access that students have, even if they do have a computer, they may not have the relevant software or peripherals such as a printer to complete the task to their teachers' expectations. Homework should be sensitive to these needs, or an alternative should be given.

Homework should be clear and unequivocal and should show high expectations in their outcomes. Homework tasks should always be meaningful, and students should always understand how the task would improve or further enable their learning or progression.

Students thrive on feedback and recognition; homework should always be marked before the start of the next lesson. If work is not completed to the required standard or lacks required presentation standards, students should have the opportunity to review and reflect on their work and then to improve their work.

Students should be given the opportunity to express their own curiosity and love of learning. To this end homework tasks should have a degree of flexibility to allow interpretation or alternative outcomes whilst still maintaining high standards of execution.

### **Setting homework**

All homework must be recorded on TEAMS as an assignment, students will no longer record homework in planners. Teachers are strongly encouraged to place worksheets and resources on TEAMS rather than print sheets.

### **Frequency**

In years 7, 8 and 9, homework is essential as it enables students to explore their own interests, allowing them to consolidate and expand their knowledge and ensuring they have a better understanding of themselves as well as supporting them to achieve better grades.

To obtain a copy of the KS3 homework schedule, please use this [link](#).

In years 10 and 11, a student should expect to receive two pieces of homework per week from their core subjects of Maths, English and Science plus one from another subject. It would be expected that each homework would take approximately 30 minutes to complete.

In the Sixth Form, homework is referred to as independent study, as students will increasingly be encouraged to take responsibility for their own learning in preparation for higher education and workplace training. All students at Ernest Bevin Sixth Form, are expected to study outside of their lessons. This additional study is essential if students are to achieve or exceed their target. We recommend that for all level 3 subjects (A2, BTEC, Applied qualifications), students should engage in independent study for a minimum of five hours per week for each subject.

### **Monitoring homework**

Curriculum Leaders (Heads of Department) will check regularly that homework is being set on TEAMS according to the frequency schedule and department guidelines. They will address any issues with the member of staff.

### **Rewarding homework completion**

Praise points can be given for good or excellent homework. These can be attached to tasks in a homework 'menu' approach. Praise postcards, letters, stickers and stamps are other ways of rewarding homework completion.

### **Sanctions for non-completion of homework**

All non-completion of homework is recorded on Arbor as a behaviour point and a class teacher sanction issued. Class teachers will inform parents of any ongoing issues with homework in their subject. Heads of Year will monitor trends.

### **Parental support**

Parents can support their children by regularly checking homework due dates on TEAMS and ensuring that homework is completed on time.

### **Equalities statement**

The academy is committed to setting high-quality homework as this has an important role to play in supporting progress and attainment and fostering independent learning skills. Furthermore, if homework is used effectively, it will improve the knowledge and cultural capital of disadvantaged students. As such, homework is vital in meeting the academies' strategic aims.