

RUTLISH SCHOOL HOMEWORK GUIDANCE

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RUTLISH SCHOOL: HOMEWORK GUIDANCE

Rutlish School recognises that homework is an integral element the school curriculum, and is a valuable means to raising students' self-esteem, as well as supporting work done in classroom. Tasks are set in order to further develop the knowledge and understanding that has been established during a lesson, as well as to prepare for the learning that will take place in future lessons.

Homework will give students the opportunity to:

- develop their study skills and personal responsibility for learning and organisation;
- develop self-discipline, self-reliance and time management;
- take ownership and responsibility for their learning;
- consolidate and reinforce work covered in class or prepare for new learning activities;
- extend knowledge and understanding;
- practise skills learned in classroom and so deeply embeds knowledge;
- engage in independent work;
- test knowledge and practise techniques pertinent to criteria for assessment in examinations;
- show learning, progress and understanding;
- engage parents to support and become involved in their child's learning;
- enhance their long-term memory to help them remember more and practise what they have learned;
- showcase and be rewarded for their work, progress and effort;
- enhance their cultural capital;
- enjoy their learning and opportunities to explore their interests.

EXPECTATIONS

Rutlish School does not have a fixed homework timetable with time allocated for each subject on different evenings. This is because a prescriptive timetable may lead to homework which are not meaningful, and set only to meet the requirements of a timetable rather than to enhance the curriculum delivery. Each department will set a variety meaningful homework that best complement their subject curriculum and the sequencing of lessons for the topic that they are teaching. The frequency of homework will depend on the number of lessons each subject has within the two-week timetable, and the type of homework set. For example, English, which has 7 lessons every two weeks, will typically set 1 homework a week. However, if the homework requires research and planning e.g. preparing for a presentation, then students may be given two weeks to prepare.

Homework tasks should:

- be relevant, meaningful and set for a purpose;
- be differentiated to provide an equal and appropriate challenge for students of all abilities;
- be explained clearly to students so that they know what they need to do and the assessment criteria that they need to meet;
- be manageable for pupils in terms of time and resources;
- be manageable for staff in terms of marking;
- be varied to suit the unit of work.

Homework may include (but not limited to):

- Writing assignments
- Tasks that improve long term memory, such as Retrieval Practice to help students remember more
- Learning Assignments (where students may be asked to learn a piece of work such as quotes from a text, practice a skill, recall knowledge, etc.)
- Preparation for an oral presentation
- Reading in preparation for a future lesson
- Finding out information/ a research project
- Using a specific website (e.g. MyMaths, GCSE POD, etc.)
- Structured revision activities to help remember what has been learned
- Reading for pleasure (recorded)
- Exam Practice
- Subject projects
- Self-organised study, such as reading and revision

It is imperative that students learn to manage their time so that homework is done each evening. The amount of time students should spend on homework tasks is flexible, but within the following guidelines (as set by government):

	Per Subject	Per Evening
Years 7 and 8	15-30 minutes	45 minutes – 1.5 hours
Years 9, 10 and 11	40 – 50 minutes	1.5 hours – 2 hours
Years 12 and 13	40 – 60 minutes	1.5 hours – 2 hours

- If students are finding a piece of homework difficult, they should go and see their teacher at least 2 days before the homework is due to be handed in.
- If students find completing homework a struggle, they should speak to their Head of Year, who will be able to discuss planned support.

THE ROLE OF PARENTS IN SUPPORTING THEIR CHILD

Parental support is highly valuable in ensuring that students engage with homework in a meaningful way.

Examples of ways parents can help support their child with homework:

- Provide a peaceful place in which their child can do their homework, or encourage them to attend Homework Club
- Help keep a routine for their child to do homework
- Reiterate to their child the value of homework
- Encourage their child and praise them when they have completed homework
- Encourage their child to note down Homework in their planner, and check and sign their child's planner every week
- Encourage their child to check the school's online learning platform where Homework from each subject are posted
- Expect deadlines to be met and check that they are
- Contact subject teachers if there are any concerns or questions regarding homework

ENSURING THAT HOMEWORK IS ACCESSIBLE TO ALL

- For students with SEND, homework tasks should be differentiated and balanced to allow them to share fully in the work of the class and cater for their individual learning needs. Liaison between departments/teachers and the SENco and LSAs should aim to ensure that tasks are manageable, varied, have a clear focus and time-guideline, and give students with SEND plenty of opportunities to succeed. Further support for students and parents in accessing homework can also be provided by SENco.
- For Pupil Premium and Disadvantaged students, where homework requires extra resources (e.g. extra art tools), these will be provided by departments (with assistance from Pupil Premium Coordinator if funding is needed). For homework that requires extended computer access such as a research project or homework linked to educational websites or software (e.g. MyMaths and GCSE POD), Pupil Premium students will be given access to a school computer in the LRC should they need it. Homework Club also runs after school which are held in ICT rooms, and supported by LSAs.
- For students with EAL, homework tasks should be differentiated as seen appropriate by the class teacher, and depending on the level of EAL, may include scaffolding and support materials such glossary of terminology and images. Students may also have access to digital dictionaries with translations to their language. Further support for students and parents in accessing homework can be provided by LSAs and the EAL Coordinator.
- **Role of subject teachers:**
 - to ensure that all homework given is purposeful and links to the curriculum;
 - to provide an explanation of homework tasks and ensure all students understand what they have to do;
 - to set homework that is appropriate to the students' abilities;
 - to ensure that homework takes equal opportunities into account and that needs of students with SEND are considered;
 - to ensure that students with SEND have understood the homework task clearly and liaise with LSAs and SENco where appropriate;
 - to ensure that all students have access to resources needed to complete the tasks;
 - to give feedback to students on their homework in accordance with the school's Feedback Guidance;
 - to monitor homework regularly and ensure students are completing it to the best of their ability;
 - to communicate with parent/carer if there are any issues with a student's homework.

MONITORING

- If a student fails to complete homework, this will be addressed by the subject teacher using the school's policy on sanctions.

- If a parent/carer is concerned over any aspect of homework he/she/they are encouraged to contact the school immediately by emailing the subject teacher or the head of department.
- Homework, as well as classwork, will be monitored by Heads of Department and other school leaders as part of our on-going work scrutiny and quality assurance measures.
- Homework and its impact will be considered regularly through department feedback and student voice.

EXAMPLES OF HOMEWORK TASKS TO HELP STUDENTS LEARN MORE AND REMEMBER MORE

- **Interleaving Practice**
 - **One to Four Practice:** a set of questions on previously covered units of work or lessons. For example, 1 question from the current week, 2 questions from two weeks ago, 3 questions from 3 weeks ago and 4 questions from 4 weeks ago. This could be adapted to months, rather than weeks, to increase the number of topics or units of work covered.
- **Retrieval Practice**
EXAMPLES:
 - **Knowledge Organiser: Look, Cover, Write and Check**
A Knowledge Organiser contains key knowledge students need to remember and understand for a topic and can be used for a variety of retrieval practice tasks, for example:
 1. Read through the section of your Knowledge Organiser 3 times.
 2. Cover your Knowledge Organiser up, and write down as much of the information as you can remember.
 3. Review what you have written. Using your Knowledge Organiser and a purple pen, correct any mistakes in what you have written and copy out what you did not remember.
 4. Complete this process twice, with at least a two-day gap.
 - **Brain Dump**
 1. Put away your class and revision materials and write or sketch everything that you know about the topic, being as thorough as possible.
 2. Use your class and revision materials to check what you have written is correct and you have not missed anything out. Make any changes and additions in purple pen.
 3. Complete this process twice, with at least a two-day gap.
 - **Flashcards**
 1. Produce a set of flash cards (teacher to set topic and how many to produce) using one of or a range of the following options:

Front	Back
Question	Answer
Key term	Definition
Statement	True or false
Visual image	Description

 2. Test yourself, or ask someone else (such as a parent, carer or friend) to test you, by looking at the front and thinking or writing what is on the back, or vice versa. Complete this process at least twice, with a one-day gap between each test.
- **Dual Coding**
 - **Visualisation:** students given a visual aid (which could be one or more of the following: a diagram, picture, graph, timeline, etc.) or a piece of text.
 1. Visual aid: Look at the visuals and explain in your own words what they mean or are showing. You could do this with someone else, such as a parent, carer or friend. Then write your explanation or description down.
Text: Take the text that you are trying to learn and draw visuals to go along with it. Try to come up with different ways to represent the information, such as an infographic, a timeline, a cartoon strip or a diagram.
 2. Use your class and revision materials to check what you have written or drawn. Make any changes or additions in purple pen.
 3. At least one day after completing Part 1 and 2, try to rewrite or draw out your visual from memory.
- **Independent Reading**
 - Write a summary or bullet points of what you have learned/ remember from set reading.