



Homework Protocol 2017-18

Introduction

For the purposes of this protocol, 'homework' includes all work that is completed by students outside of timetabled lessons and is not directly supervised by a teacher. It therefore involves some element of independent study.

Consequently, not all 'homework' tasks have to be completed at home. For some students, and for some tasks which may require resources that aren't available at home, it may be better or necessary to complete the work at school.

At QEGS, the library and other supervised quiet study areas provide an ideal environment for such tasks to be completed during break and lunchtime or at the end of the school day. Students in Key Stage 4 and 5 may also have timetabled study periods that can be used for the completion of 'homework' tasks.

Rationale

At QEGS we believe that homework is an integral part of the curriculum because it encourages independence, self-discipline and resilience, prepares students for lifelong learning, and can support students' academic progress.

Homework is important for **students** because it provides opportunities to:

- practice and consolidate knowledge, skills and understanding learnt in lessons
- improve literacy, numeracy and ICT skills
- revise and prepare for summative assessments and examinations

Homework is important for **teachers** because it provides opportunities to:

- check that students have understood and learnt classwork
- extend student thinking beyond work done during lessons
- prepare students for forthcoming lessons
- develop home-school partnerships

Homework is important for **parents/carers** because it:

- informs them of the work their child is doing in school
- enables them to play a role and contribute to their child's education
- informs them of their child's strengths and next steps

Types of Homework

Homework can take many forms, including:

- Reading
- Literacy and numeracy tasks e.g. learning spellings or mathematical formulae
- Completing work begun in lessons
- Consolidation tasks to reinforce what has been learnt in lessons
- Acting on feedback to correct/improve work already completed
- Extension tasks to build upon what has been learnt in lessons
- Completing online quizzes and tests
- Active revision: students creating revision resources and activities that they can show you to prove their revision, this cannot simply be reading through notes.
- Completing pre-printed homework booklets



For older and *more able* students especially, however, it is recommended that homework tasks could also be:

- research based to promote enquiry skills
- open-ended to promote imagination and creativity
- long-term, project based
- Exam questions

and that they should:

- promote self-reflection
- involve collaboration with peers, parents and perhaps the wider community

Homework frequency and duration

Research suggests that for homework to be effective in supporting student learning and progress the type and frequency of homework should vary according to age, ability and subject, and that the amount and frequency of homework should increase as a student gets older.

Therefore the following recommendations should be recognised by departments (based upon the Academy's two-week timetable):

Key Stage 3: Students will have timetabled, Literacy and Numeracy tasks, to be set by the English and Maths departments, every week.

Additionally it is expected that all department areas will set the equivalent of 3 hours (approx.) of homework per half term. This can include active revision in the lead up to assessments.

Key Stage 4: Again students will have timetable English and Maths tasks every week.

Additionally it is expected that all department areas will set the equivalent of 6 hours (approx.) of homework per half term. At key stage 4 the expectation is that homework will support and benefit students in their preparation for their linear exams. This should include active revision throughout their GCSE Studies.

To supplement this, students will be provided each half term with an independent learning booklet, from which they can complete tasks each week. Each department will provide a page with suggested activities for each year group, this might be unit specific tasks, wider reading or generic skills based tasks. All tasks must support a student's progress in regards to knowledge, skills and understanding.

Key Stage 5 (Y12-13): Each subject area requires students to conduct 5 hours of extended reading per week. This time includes 'homework' tasks which can be set by the staff member.

This may include essay writing, exam questions, flipped learning activities, research, presentation preparation, or any other educational activity the staff member feels is in the best interest of a students' education.

All these tasks should be supplemented with extended reading and further study using the course text book, other core texts, reading lists provided by subject staff, online research, video and documentaries, or seminars and discussion groups.

Weekly **minimum** self- or staff-directed study: 15 hours.