



The Cornelius Vermuyden School

Policy: Homework	
Governors' Committee Responsible: Curriculum	
Policy Originator: Nadia Ounzain	Review Period: Annual
Status: Statutory	Next review Date: 01/10/2023

The long term impact of good quality homework submitted is evidenced by pupil achievement at GCSE. According to the Sutton Trust (2014), "On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress)."

Vision

At Cornelius Vermuyden we strongly believe that homework is an integral part of students' learning journey. Learning should take place in and outside of the classroom and provide students with the opportunity to increase their knowledge and skills set. Homework should consolidate and extend work covered in class or prepare for new learning experiences.

Purpose

The purpose of this policy is to:

- Outline the school's expectations of students' independent study.
- Outline the quality and quantity of homework provided in each subject area.
- Outline the key roles all stakeholders play in students' independent study.

Aims

We set homework at Cornelius Vermuyden for a number of reasons. These include:

- To develop our students' ability to study and learn independently
- To develop our student s' ability to organise their time and priorities to complete work to deadlines
- To reinforce learning from the lesson
- To help prepare for future lessons
- To extend the work and ideas of the lesson
- To work independently on coursework
- To allow teachers to assess the learning of students and to plan further lessons accordingly
- To invite parents and carers to be actively involved with their child's learning

Homework Activities

The homework tasks that are set vary according to the year group, subject and scheme of work and may include:

- an extended piece of writing
- a project over several weeks
- learning keywords or concepts
- revising for a test
- answering questions on a worksheet or online platform
- preparing ideas to prepare the next lesson
- researching a topic
- recalling knowledge through the use of a knowledge organiser
- redrafting and improving a piece of work carried out previously
- reading
- producing a diagram, drawing or model
- practising a skill

Knowledge Organisers

A knowledge organiser is a simple, specific, one page summary of the key knowledge of a particular topic. They specify what students will need to successfully learn. They can be used to get an overview of a new topic, be referred to during a topic for key points, spellings and meanings. This means that lesson time will not be wasted delivering content as the student already has it and this will free up teaching time to embed and extend learning. Through using knowledge organisers, students can commit key information to their long term memory.

For every term in Years 7, 8 and 9 the content for each subject has been broken down into a Knowledge Organiser. All of the Knowledge Organisers have been collated into a booklet which each student receives at the beginning of each half term.

Students in Years 7, 8 and 9 have been taught how to use the read, cover, write, check method to test themselves. This encourages students to take ownership of their learning, and to support them in developing good learning habits. Teachers will check in class that knowledge organisers are being used by regular quizzing and asking to see students read, cover, write, check work located in their pink books.

Embedding this content is critical for long-term success and effective retrieval from long-term memory. It will prepare them really well for their studies in future years.

Self Quizzing Strategies

We recommend:

Look, cover, write, check students learn key information in their Knowledge Organisers by reading a small section, covering it up, saying the definitions to themselves, writing out those key terms and definitions, then checking to see if they got them right. They should correct any errors in green pen, then repeat the process.

Students creating question and answer flashcards with a question on one side, and an answer on the other (or key terminology on one side, and definitions on the other). They test themselves several times a week, and revise each card depending on whether they got it right last time or not.

Small group quizzing, whereby students work in pairs or small groups and test each other on recalling the information on their knowledge organisers.

Homework Frequency

The school does not have a fixed homework timetable with time allocated for different subjects on different evenings. Students will need to learn to manage their time so that they do some homework each evening. Teachers will ensure that an appropriate amount of time is given to pupils to complete homework. The time devoted to homework should increase as the pupil progresses through the school.

Key Stage 3: Year 7 Homework should take between 30- 45 mins daily.

English, Maths and Science, – one piece per week based on knowledge organiser, Tassomai or Hegarty Maths. Geography, History, Art, Design and Technology, MFL – at least two pieces per half term. There may be occasional homework in Performing arts and PE. All based on using the knowledge organisers.

Key Stage 3: Year 8 Homework should take between 45 mins- 1 hour daily

English, Maths and Science, – one piece per week based on knowledge organiser, Tassomai or Hegarty Maths. Geography, History, Art, Design and Technology, MFL – at least two pieces per half term. There may be occasional homework in Performing arts and PE. All based on using the knowledge organisers.

Key Stage 3: Year 9 Homework should last one hour daily

English, Maths and Science, – one piece per week based on knowledge organiser, Tassomai or Hegarty Maths. EBACC subjects including History, Geography and MFL bi weekly. Foundation subjects including Design and Technology, ICT, and Art – at least two pieces per half term. Wider curriculum subjects – three pieces per rotation.



Key Stage 4 (Year 10 and 11)

Homework in ALL examined subjects at least once per week between 1 – 1 ½ hours.

Rewards and Sanctions

We believe that pupils should be rewarded for their hard work and for exceptional work produced. To positively reinforce the significant role that homework plays in learning and ensure the highest levels of participation in homework, the following rewards and sanctions are adopted within each department.

Rewards:

- General and sensitive use of praise to recognize sustained effort for good homework and achievement.
- Praise Points allocated to the student for homework that goes above the expected standard.
- Exemplar homework shared with the class or used within classroom displays.
- Postcard home or phone call home for exceptional pieces of homework.

Sanctions:

- Pupils will be set a C4 correction for not completing homework or for very little effort made (as deemed by the teacher) or a C3 correction for incomplete homework. During the correction they will be expected to complete homework.
- Pupil's parents/carers will be contacted if there are concerns regarding homework.

Supporting Homework

We strongly believe that homework must be accessible to all. Whilst the emphasis of homework is for the tasks to be completed at home, the school does offer a Homework Club to act as a supportive facility for pupils to complete homework.

Homework Club runs every day after school, from 2.40pm to 3:40pm, in the library. All students are able to work alongside staff to receive support and clarification regarding any aspect of their homework. Homework club provides an ideal learning space where pupils may work in a happy and suitable learning environment and have access to resources and ICT facilities to help them complete their homework successfully.

Principles for Effective Homework

We believe homework may be most effective when the following principles are in place:

- The tasks within homework assignments are clear and well-structured.
- Homework tasks are purposeful and are a positive reinforcement for learning.
- Homework tasks provides opportunity for pupils to study and work independently to help extend and consolidate learning.
- Staff, parents and students all have roles and responsibilities in ensuring a positive and consistent approach to homework that enables learners to enhance their learning.

- Homework assignments are differentiated, where necessary, to enable all students to achieve.
- Enables students to develop skills in organisation, time and task management.
- Is a useful tool in enabling teachers to assess learning and plan further lessons accordingly.

Roles and Responsibilities

Role of the student

1. To listen to homework instructions in class.
2. To check Satchel One daily to check what homework is outstanding and when it is due in.
3. To check Satchel One in the event that the learner was absent from the lesson.
4. To ensure that homework is completed to the best of their ability.
5. To inform the class teacher of any difficulties **before** the deadline.

Role of the Class Teacher

1. Set homework regularly.
2. Give full and comprehensive instructions for completing the homework.
4. Ensure that homework is on Satchel One for students and parents/carers to access.
5. Acknowledge that homework has been submitted.
6. Provide guidance and support, where necessary, to enable learners to complete homework.
7. Adapt homework to suit individual learning needs, where necessary.
8. Inform the Tutor, Head of Department, or Head of Year, as appropriate, when problems arise.

Role of parents

The role of the parent is crucial if a child is to be successful with homework. Reinforcing it's value through positive feedback will give them the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

1. Providing a quiet place to work.
2. Help their child organise their time to their best advantage and organise a time when homework is to be done.
3. Checking the time spent on homework if possible.
4. Encouraging them to complete homework to the best of their ability.
5. Contacting the class teacher at the earliest possible moment with information about any problems surrounding the homework.

If you have a question about homework across several subjects, contact your child's tutor
If you have a question about homework in a particular subject, contact the teacher for that subject.

Monitoring of Homework

Homework is very much a school priority. Therefore it requires a consistent approach across the school. It must be easy for all stakeholders to have an overview of homework as time is very limited. To ensure that everyone meets the homework guidelines set, homework is reviewed regularly on Satchel One for quality and quantity.

What is Satchel One?

Satchel One is a simple homework calendar the school uses to ensure homework is set and communicated with parents and students across the school. Teachers can use it to set homework quickly and ensure the students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

How can homework be accessed?

Homework can be accessed by teachers, pupils and parents in the following ways:

- Please go to www.satchelone.com- If either the student or the parent has any difficulties logging in, contact should be made with the child's tutor.
- A personalised homework calendar is available for all users including students and parents. Once you login, you can only see your own homework schedule.
- There are iPhone and Android apps available for free for students and parents.

Homework CPD

CPD is available throughout the year on how to use Satchel One. Please visit www.satchelone.com/support where a wide range of tutorials are available.