

Homework Policy



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Introduction

Homework is work that is set to be done outside the timetabled curriculum and forms an integral part to a student's education at Chipping Campden School. It serves to enhance the skills, knowledge and understanding which are essential for intellectual development.

Key Findings from [EEF](#):

1. Homework has a positive attainment gain of +5 months for secondary pupils.
2. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
3. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

Homework tasks should:

- Develop an enthusiasm for learning and an ability to learn independently
- Develop study skills
- Develop research skills
- Develop time-management and organisational skills
- Support the process of committing key knowledge to the long-term memory
- Promote initiative and responsibility
- Support and enhance learning in order to consolidate and deepen understanding

Responsibilities of teachers:

- To set homework appropriate to individual learning needs with clear instructions
- To ensure homework is not due in the next day and does not exceed time limitations
- To organise homework tasks that enhance and extend learning acquired in the classroom which enable students to practise, revise, or preview content
- To offer varied tasks with regular opportunities for additional stretch and challenge activities
- To acknowledge the effort given to the completion of homework and provide regular feedback
- To let parents/carers know if a pattern establishes itself whereby homework completion/quality is concerning, offering support, as needed
- To feedback to parents/carers about homework quality/completion using the Homework ATL on reports

Responsibilities of Curriculum Leaders:

- To ensure all teachers in their faculty are setting appropriate homework regular and offering regular feedback. This should be monitored as a part of the faculty self-evaluation.
- To support homework clinics and other school-based support facilities. Where possible, ensure deadlines allow time for this support to be accessed as some students cannot complete homework well at home.
- To establish appropriate actions taken by the faculty to support homework completion. This might include a breaktime, lunchtime or after-school homework clinic.



Responsibilities of students:

- Homework is completed and handed in before or on deadlines
- Ask for help and clarification before a deadline if problems arise
- If absent, find out what work they have missed and catch up
- Take advantage of in-school homework support opportunities when/if necessary
- Undertake regular review and revision of current and prior learning to support long term memory

Responsibilities of parents/carers:

- To take a positive and supportive role in helping their children to do well at school and praise them when work is complete, monitoring presentation in books/on iPads
- To provide a quiet environment at home that will help well-presented and thoughtful work
- To encourage and support review and revision of learning, for example, by testing their child on subject content being memorised
- To intervene and support work/life balance if time limitations are being exceeded
- To encourage their child to use school facilities or to attend homework clinics
- To encourage reading for pleasure/wider reading around topics as part of home learning

Expectations for Homework Tasks

The focus should be on purposeful tasks rather than time, however, the amount of time to be spent on each homework task will not exceed the following guidelines:

	Per Subject	Per Evening
Years 7 and 8	15 – 30 minutes	up to a max of 1.5 hours
Years 9, 10, and 11	20 – 40 minutes	up to a max of 2 hrs
Years 12 and 13*	45 – 75 minutes	up to a max of 3 hrs

Sixth Form

6th form students are guided to undertake 60 minutes of work for every 60 minute lesson, however, different subjects tend to have a different pattern of tasks; for example, subjects such as Mathematics tend to set small regular homework tasks whereas subjects such as English tend to set large tasks more infrequently. We guide students to complete a wide variety of tasks independently, beyond completing set homework tasks for a deadline. For example, they will then spend time actively addressing areas of relative weakness highlighted by feedback, committing key component knowledge to long-term memory in preparation for examinations and/or pursuing their own research and additional reading on areas of the subject that have caught their interest. In addition, in the 6th form, students will be directed to each subject's KS5 Excel booklet which signposts a wealth of further learning and challenge.