Crestwood Homework Policy
January 2024

Crestwood School Homework Policy

Aims:

At Crestwood, we define homework as any work that students are asked to do outside of lesson time. We believe that it plays an important role in a student's education; it gives them the opportunity to consolidate and practise the knowledge and skills that they have been taught in lessons, whilst also allowing them to develop as independent learners.

Educational research suggests that homework is most effective when it is:

- **Practice or rehearsal of subject matter that has already been taught.**

- **Clear and relevant;** students should know _what_ they are doing, _how_ to do it, and _why_ they are doing it. Specific guidance should be given for open tasks.

- **Purposeful and planned for;** the homework set should be an integral part of a sequence of learning and not just an 'optional extra'.

- **Efficient and achievable;** it should be able to be completed in a fair amount of time without help.

- **Accessible;** homework should be set on our Virtual Learning Platform (VLP) and designed to allow students of all abilities to benefit from its completion. Support should be available, either from the teacher or homework club in the library.

- **Acknowledged**; there is no expectation that homework should be teacher-marked, but it should be recognised by them and/or fed-back on in some way to aid progress, as per the marking, feedback and assessment policy.

Protocols:

Educational research suggests that students make the most progress when they are set between five and ten hours of homework per week, with more than this seeming to have a detrimental effect on learning and mental health/anxiety. Bearing this in mind, the maximum amount of homework that can be set for each key stage is as follows:

- In KS3, subjects may set up to 30 minutes per week. This can be set either as short tasks or combined into longer pieces of work.

- In KS4, each exam subject may set up to one hour per week. As in KS3, this can be a combination of shorter and longer tasks.

Students will receive a homework grade on parental reports, alongside attitude to learning and progress grade. Students will receive 'intervention' if homework is not completed and parental engagement encouraged if issues impact progress.

There is no expectation that teachers should set homework every lesson, or that they should set the maximum amount of work permitted each week; we believe that homework set for homework's sake is ineffective, and that the quality of homework set is much more important than the quantity. The wellbeing of our students and staff is of the utmost importance to us, and we believe that a healthy school-life balance is an important part of this. Self-marking digital homework, such as GCSEPod, Seneca and Sparx is encouraged: proven to increase student engagement, it provides instant feedback for students, easy progress tracking for teachers and reduces staff workload.

No additional homework should be set during school holidays. Homework within a fortnight before an examination period should be solely revision based.

Homework should not be set for handing in the next day. If the homework is due within five days of the lesson that it is set, all students must be able to complete it within thirty minutes.

Students must be given a minimum of five days to complete any homework that will take longer than this.

Homework must be set on our VLP to include:
- A clear description of the task to be completed and the time it should take to complete.
- A due date.
- For digital tasks: Digital link to the task e.g. GCSEPod, Seneca, Sparx.
- For none digital tasks: Relevant resources and/or files uploaded.

Responsibilities
It is the responsibility of the teacher to:
- Set homework digitally in accordance with this policy.
- Provide intervention to support completion of homework/progress.
- Consider barriers to completing homework, such as IT access.

It is the responsibility of the school to:
- Provide a designated 'homework club' in the library to help support completion of homework. before and after school.
- Homework club should offer IT access, a quiet working space and SEND provisions.

It is the responsibility of the student to:
- Complete all homework to the best of their ability.
- Be responsible for checking the VLP regularly to see what homework has been set.
- Manage their time outside of lessons so that homework is completed on time without having to be rushed – RESPECT.
- Catch up on any missed homework, either by speaking to another student or their teacher.

It is the responsibility of the parent to:
- Check the parent homepage regularly to see what homework has been set.
- Help support, and show an active interest in your child's homework, checking they are putting in maximum effort, showing RESPECT for the presentation of their work and managing their time well.
- Allow a suitable place and sufficient time for their child to complete their homework. This could be in a quiet, designated place at home or at homework club in the school library before and after school.

Non-completion of Homework:
Educational research states that intervention and parental engagement are the most effective strategies in engaging students in completing high quality homework. There does need to be a consequence/incentive for not completing homework, but detentions alone without intervention have little to no impact in changing attitudes.

Students will receive 'intervention' through issuing a homework detention if work is not completed. Parental engagement encouraged if issues impact progress. If homework is not completed on time:

1. Students are issued a 30-minute homework detention, but will be removed if homework is completed and handed to the teacher before the detention.
2. Staff/department collect students from centralised detentions within first 15 minutes to take for intervention.

Advice for staff/departments:
- Set homework detentions for your subject/department on the same day of the week
- Assign one member of staff per department to collect students from centralised detentions
- Contact parents if issues impact progress

This policy will be monitored by the Senior Leadership Team and Heads of Year through the Quality Assurance of Teaching and Learning carried out in accordance with the subject QA schedule.

Approved by GSM: December 2023   **Review Due:** October 2024

Selected References
Educational Endowment Foundation; Secondary Homework (accessed 11.02.18) *https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/*
Huntington Research Schools Network; Homework: What does the evidence say? (accessed 11.02.18)
https://huntington.researchschool.org.uk/2017/11/10/homework-what-does-the-evidence-say/
Susan Hallam (IOE); Homework – it's uses and abuses (accessed 11.02.18)
https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf
John Hattie; Visible Learning *(Routledge, 2008)*
John Hattie; Visible Learning for Teachers *(Routledge, 2012)*
Peps Mccrea; Memorable Teaching *(CreateSpace Independent Publishing Platform, 2017)*

EEF Findings:

1. Homework has a positive impact on progress of up to +5 months
2. Homework involving digital technology typically have greater impact up to +6 months
3. Students eligible for free school meals may not have a quiet space, less likely to have a device suitable for learning or a stable internet connection and may receive less parental support to complete for home learning and develop effective learning habits. These difficulties may increase the gaps in attainment for disadvantaged students.
4. It important to consider how home learning can be supported, through homework clubs (KS3) and intervention (KS4)
5. Homework is most effective when it involves practice or rehearsal of subject matter already taught and least effective when complex / open ended
6. The quality of the task is more important than the quantity of work required from the student.
7. Feedback on homework has higher impacts on learning and should be linked to classroom work.
8. Homework should not be used as a punishment.

Research Findings:

- Most effective for Maths, reading, Science
- Digital technology has greatest impact (implementation / engagement / tracking & monitoring / feedback)
- Homework has impact if enabling independent learning / practice/ retrieval / revision and completion of coursework / essays.
- Homework has impact if high quality feedback is given to improve student learning (see marking & feedback policy)
- Barriers to completing homework, such as IT access or not having a quiet space for home learning, need to be carefully considered (homework club)
- Homework should not be used as a penalty for poor performance
- There is a correlation between student anxiety and demanding amounts of homework, therefore frequency need to be carefully considered.

gcsepod
education on demand

Signing into your GCSEPod account for the first time

1. Go to GCSEPod.com and click **Login**
👤 LOGIN

2. Click on **New to GCSEPod? Get Started**
New to GCSEPod?
Get started

3. Select **Teacher** & enter your school email

4. You will receive an email with a temporary password to use.
A secure password has been created and sent to your email address. Please check your emails.
Once signed in go to **My Account** to set a new, secure password

5. You are now logged in & ready to get started

Signing into your GCSEPod account for the first time - Students

1. Go to: https://members.gcsepod.com/login
2. Click 'New to GCSEPod? Get Started'
3. Select 'Student'

Username = email address

Password = firstnamedob

example **katie211022** all lower case and 6 digit dob.

Go to: https://senecalearning.com/en-GB/

Select either 'Student', 'Teacher', or 'Parent'

Welcome back, Mr Smith 👋

📚 Create assignment

Select your class

? **Standard Seneca assignment**
Set topic quizzes that adapt to students' abilities. Great for learning new concepts & recapping key content.

Use filters

☐ 7.1 Stock Forms, Types & Sizes

☐ 7.2 Selection of Materials

☐ 7.3 Surface Treatments & Finishes

☐ 7.4 Specialist Techniques & Processes

☐ 7.5 Ecological & Social Footprint

☑ 7.6 Forces & Stresses

☑ 7.6.1 Forces & Stresses 👁 Preview

☑ 7.6.2 Timber 👁 Preview

Preview

or

Assign (8)

Back

~25-41 min 🕐

Assign (8)

It tells you how long it should take to complete

7.6.1 Forces & Stresses

Preview ✕

This is a teacher preview that shows all possible questions. Our learning algorithm will adapt to show each of your students the best questions for them.

Try as a student

Forces & Stresses

1/2

In this section, we will discover how some papers and boards are manipulated to show strength and resistance.

Testing

- Materials need to be tested so they are fit for purpose and are functional.
- Every material can fit a certain product type but you must know its capabilities
- Material testing allows this to happen; applied forces and stresses can allow us to test the capabilities of materials.

Feedback?

Create standard assignment ✕

Class ——— Type ——— Topics ——— Exam Questions ——— Details

Add assignment details

Assignment name

Forces & Stresses Homework

Classes

Bb/Dt4 ✕

Students

All students (none currently)

Start date

18 / 12 / 2023

15:45

Due date

25 / 12 / 2023

16:00

Share the link with students