



# ST. SAMPSON'S HIGH SCHOOL

## Homework Policy

Last Review Date:	September 2024
Reviewer:	ECS
Next Review due:	September 2025

## Homework

### 1. Introduction

### 2. Rationale:

2.1 "What would it take to turn homework into the kind of practice that would help students strengthen their skills and knowledge? Perhaps the most powerful steps in that direction would occur when students start to think of homework as 'getting good' at something." Kathleen Cushman

### 3. Purposes:

3.1 St. Sampson's School believes that the regular setting and marking of homework is an integral part of a good education as it promotes independence and can allow students to embed prior learning and prepare for new learning. It should:

3.1.1 Develop student ownership of learning through building study habits and independent learning

3.1.2 Provides continuity between lessons, consolidating classwork, but also preparation for the next lesson.

3.1.3 It does not have to be completed at home and can be completed at school in our library.

### 4. Principles

Effective extended learning activities should be:

4.1 Meaningful, linked to prior learning or setting the scene for future learning.

4.2 Relevant, interesting and varied.

4.3 Enjoyable and achievable.

4.4 Appropriately challenging and inclusive.

4.5 Set on days listed on the homework timetable.

4.6 Marked in line with school marking policy.

4.7 Explore independent learning tasks – it could be an extended project but could be something that is not written and purely a quiz, revision or a video clip linked to learning from the lesson.

4.8 Timely - Deadlines should not be less than 48 hours.

4.9 Always set in line with the extended learning timetable.

4.10 Rewarding - Achievement in homework should be rewarded by the class teacher with either merits, legend card or email home.

### Building Resilience and Independence

4.11 We want the focus to be on praise and recognition for having a go and students attempting their best work.

### 5. Examples of Homework Tasks

5.1 Practice Learning: focuses on tasks taught in class and which students go over to demonstrate mastery. These could include reviewing work, study for assessments such as using mind mapping, use of knowledge organisers for revision, quizzes, note making, short answer questions, practising a sports skill, learning a scientific rule, practising a piece of music, creating a glossary, making revision notes etc.

5.2 Preparation Learning: designed to encourage students' thinking about a future topic introduced in class. e.g. reading about a topic, reading the next chapter, guided reading, specific research, finding materials for Art/DT, taking photos, creating a food diary, writing a script, pre-design a DT make task etc, watching a specific video that the teacher has embedded in their google classroom.

5.3 Extension of Learning in class: focuses on promoting the shift of previous learning to new tasks. Teachers use this form of work to encourage more creative aspects of students' learning. Real-life, hands-on applicable skills are used to complete extension homework tasks. E.g. writing a newspaper article, making a film, writing a script etc.

## **6. The setting of Homework and how students and parents can view the timetable:**

6.1 All Extended Learning set should be recorded on Classcharts under 'homework' so children and parents can see the task. It should also be explained to students verbally in lessons.

6.2 All learning set will be set on the day as specified in the extended learning timetable found here so that students do not get too much on one night:

[Year 7 Extended Learning Timetable](#)

[Year 8 Extended Learning Timetable](#)

[Year 9 Extended Learning Timetable](#)

[Year 10 and 11 Extended Learning Timetable](#)

[Year 7 SSP homework booklet](#)

[Year 8 SSP homework booklet](#)

[Year 9 SSP homework booklet](#)

### **Should a student not complete:**

6.4 Non-completion should be dealt with in the same way that non-completion of a classroom based task would be - initially by the teacher.

6.5 Further non-completion - discuss with student, then escalated to a dept. detention to catch up and if it continues further students can be put in an extended learning session after school on a Tuesday or Thursday to catch up / gain further help.

### **Praise:**

6.6 Praise is a motivator. Teachers will reward submission of extended learning with merits for work attempted/completed (as above, this way parents and staff can also track where it is going well) Students love postcards home or a positive e mail so we would encourage staff to make contact home if a student is really going above and beyond in effort or achievement.

## **7. Suggested frequency of Extended Learning Tasks (guidance only):**

7.1 Y7 = 20-30 minutes per subject per week

7.2 Y8= 25-35 minutes per subject per week

7.3 Y9 = 35-45 minutes per subject per week

7.4 Y10/11 = 45minutes -1hr per subject per week

If an extended project, it would be the equivalent of the time above weekly. Some extended learning will be short and sharp quizzes in prep for a lesson or referral to Knowledge Organisers so would not be marked and would not take that long to do but are equally beneficial for learning.

As a Rights Respecting School, St. Sampson's is a successful, supportive, happy society that upholds the rights of the child as set out in the UNCRC.