

Netherhall School

An Ambitious, Caring Community



NETHERHALL SCHOOL

Homework Policy

Adopted by Netherhall School Governing Body

On: 20th August 2020

Signed: (Jan Clarke, Chair of Governors)

Date by which the procedure was last reviewed: 20th August 2020

Anticipated review date: 20th August 2021

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Homework is widely accepted as an essential and valuable element for learning. The EEF research has been used as a foundation for this policy, along with feedback from student voice. Research shows that homework can have a positive impact on average (+ 5 months), particularly with pupils in secondary schools. The EEF states that homework which is linked to classroom work tends to be more effective and studies involving digital technology, typically have greater impact (+ 6 months).

For further details regarding the effectiveness of homework as an effective Teaching & Learning tool, please refer to the Education Endowment Fund/Sutton Trust's T&L Toolkit which can be found at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/>

Intent

The intention of homework is to support long term retention of knowledge and understanding.

Thinking

Homework should:

- Focus on the core knowledge that we have taught all students.
- Be an opportunity for retrieval practice of taught content.
- Be an opportunity for extended practice of taught content.

Access

- Homework should be accessible to all students to avoid creating learning gaps.
- Effective teaching in lessons ensures homework tasks are accessible for all.
- All teachers should have a consistent routine for setting homework, which follows the homework timetable.

Value

- All teachers should explain to students the purpose of homework.
- All teachers should show the value of homework by integrating homework tasks into lessons.

For example: Whole class feedback in lessons on homework and setting some homework questions as starter activities on the submission date are two effective ways to support all students to see the value of homework.

Accountability

- All teachers should give regular reminders to students.
- Homework tasks should be completed to the high standard defined by each subject.
- Rewards and consequences specific to homework should be set.

Metacognition

Teachers should:

- Teach all students effective learning strategies.
- Teach students to plan, monitor and reflect on strategies used to complete homework tasks.
- Reflect upon how well content has been learnt from homework outcomes.