



Homework Policy

Rationale

The curriculum at Harrow High School must create a sense of challenge and motivate all our learners, enabling them to make excellent progress and develop the full range of skills they require to succeed both at school and in life. Homework is an integral part of the curriculum and must contribute to learners embedding the relevant knowledge over time.

Purpose

To ensure that all staff know and understand their responsibilities and duties in using homework to further the progress and attainment of all learners.

Approved by the Full Governing Body in Summer 2024

Review date: Summer 2026

Responsible for review: Jonathan Buchanan

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Implementation

Key minimum standards for the frequency of homework;

Years 7, 8 & 9	Core	Once per week
	Foundation	Once every two weeks
	Inclusion Interventions	Once per week
Years 10 & 11	Core	Twice per week
	Option subjects	Once per week
	Inclusion Interventions	Once per week
Years 12 & 13	AS/A Level	5 hrs minimum per week per subject
	BTEC	10 hrs minimum per week

Homework tasks have to be relevant and quality tasks not just a bolt-on. As a guide, KS3 homeworks should take approximately 30 minutes to complete and 45 minutes to 1 hour for KS4.

The purpose of homework in KS3 is to build and recall knowledge through retrieval practice. This continues through KS4 and 5 and in addition this knowledge is then applied through homework activities as set out below. Homework tasks should involve the following types of activities (not an exhaustive list):

- Recall of Knowledge
- Extended writing
- Reading
- Research (to help with subsequent lesson)
- Coursework
- Revision
- Completing exam questions

Relationship to other policies

This policy should be read in conjunction with the policies on Marking and Behaviour for Learning

Role and responsibilities

Teachers will:

- Ensure that homework is set regularly, according to the published schedule above via Google Classroom
- Encourage retrieval practice by setting homework tasks relevant to the knowledge organiser which enable KS3 learners to self-quiz. Google forms or another similar means should be used to provide quick feedback and reduce the marking burden on teachers
- Set KS4 & 5 homeworks that include a blend of the activities listed above
- Return assessed homework via Google Classroom to learners within one week of submission
- Where required, issue rewards and sanctions in line with the Behaviour for Learning policy. Arbor must be updated so that Form Tutors, HoD & CTLs can monitor
- Ensure they have phoned home for repeat non-homework offenders ensuring information is conveyed to the parent about how to support their child.

Tutors will:

- Use evidence generated by achievement/behaviour points related to homework to inform progress chats with learners during form time
- Raise any on-going concerns with the relevant HoY

Curriculum Team Leaders will:

- Monitor the Implementation of the homework policy by staff in their team using Google Analytics reports and issue clear and timely guidance where required
- Ensure that homework tasks are fully integrated into faculty planning
- Design homework tasks to adopt the principles of spaced practice, and interleaving, so that the long term retrieval of information is aided
- Communicate with tutors, parents and HoYs where necessary to ensure support and challenge to learners, tutors and subject staff
- Report on the intent, implementation and impact of homework in the relevant faculty SEF
- Ensure they have monitored their faculty to ensure that teaching staff have phoned home for repeat non-homework offenders

Heads of Year will:

- Evaluate the work of tutors in implementing this policy and issue clear and timely guidance as required
- Use evidence provided by Google Analytics to inform actions required regarding serious concerns of non-completion of homework
- Provide support and challenge to learners, parents and teaching staff when persistent non-completion of homework has not been rectified through departmental and form tutor action as outlined above

Senior Leaders will:

- Evaluate the work of CTLs in implementing this policy via line management and the faculty SEF
- Provide support to learners, parents and teaching staff when action taken by the HoY has not been effective in supporting the learner to complete homework
- Investigate emerging software such as those produced by Sparx Learning and help CTLs adopt, implement and adapt where appropriate for their subject(s)
- Look to disseminate good practice where it transfers, e..g. Maths implementation of Sparx Maths could inform English implementation of Sparx Reader

The Governing Body will:

- Monitor, evaluate and review the effectiveness of this policy and its procedures through reports presented to the curriculum governors committee

Arrangements for Monitoring, Evaluation and Review

- Curriculum reports to Governors
- Curriculum team meetings
- Self-evaluation cycle using Google Analytics reports