

## Homework Policy

### Purpose

Well-managed homework enhances pupils' learning at every stage of their school career and is a prerequisite for academic success in the British educational system. At Emanuel, homework is an integral part of the school curriculum which trains pupils to become more effective learners. This is an evolving training, and the school has identified the following as the primary functions of homework at each stage:

In years 6, 7 & 8, homework

- creates a partnership between home and school, positively supporting pupils' learning,
- provides a way of checking that pupils have understood classwork,
- allows pupils to practise or consolidate basic skills and knowledge, and to internalise ideas and concepts,
- provides training in organisation; pupils are starting to learn how to manage their study time out of lessons effectively, as the number of subjects and length of homework time increases over these three years,
- increasingly enables pupils to develop their independence in learning,
- promotes and strengthens their capacity to inquire, research and draw independent conclusions from their investigations, helping them to become engaged and inquisitive life-long learners.

In year 9, homework additionally

- places increasing emphasis on the importance of effective time management, planning ahead and personal organisation,
- helps pupils to recognise the link between good study habits, which by now they can manage independently, and high standards of achievement.

In years 10 & 11, homework additionally

- enables pupils to prepare for future lessons, allowing more effective use to be made of lesson time, and for more extensive coverage of the curriculum,
- provides pupils with opportunities to practise the skills needed for public exams by means of completing extended answers and timed questions,
- provides pupils with time to plan, prepare and execute coursework tasks over an extended period of time.

In years 12 & 13, homework additionally

- places increasing emphasis upon the importance of pupils' personal organisation and time management, helping them to prepare for the requirements of post-school academic study and employment,
- provides pupils with frequent opportunities to develop their higher order study skills and learn how to conduct effective preparation and research as the means to successfully evolving their learning in lessons,
- in fulfilling the challenging requirements of the EPQ, trains pupils in developing undergraduate skills of sourcing, evaluating, citing and referencing research.

Teachers, parents and pupils are expected to work together to enable pupils to make the most of the opportunities which homework provides, so that pupils become confident and successful in studying and learning effectively.

Homework is set for each year group according to the annual published timetable. The nights on which a particular subject is set will vary each year, but time allocations will follow the scheme laid

out below. This enables pupils to plan the completion of homework alongside their other responsibilities, and family and social activities.

### ***Spending Quality Time on Homework and Persevering***

- Note that the timings given for each subject's homework for each year group are approximate.
- Teachers will set work which they expect to be completed in around the time allocation set.
- The pupils' aim must always be to do their work to the very best of their ability, during a time when they are giving their undivided attention to their work.
- They should not be aiming to complete work set in the shortest possible time to the minimum acceptable standard.
- Very able pupils who complete the initial task set in less than the allocated time will be expected to have made sure firstly that what they have done is of the highest quality (there is no merit in rushing) and then will be expected to complete appropriate extension work.
- Pupils who work more slowly and with less confidence may expect to take a little longer (up to ten minutes per subject longer, on occasion). They must persevere and should not down tools and give up the moment the official time allocation is up.
- Equally, however, if a pupil is spending far longer than is expected on completing homework tasks, they should stop, and the parent should notify the teacher.

### ***Breakdown of Allocated Subject Time for Homework for Each Year***

#### Year Six

- Weeks 1 & 2 no homework (to allow for adjustment).
- 30 mins per night Mon to Friday, plus one additional art homework per half term

English	30
Maths	30
Science	30
History/RPE/Geography on rotation – literacy a key focus	30
Literacy - spellings/reading	30
Art – one per half term	30

#### Year Seven

##### Term One first half term:

- Weeks 1 & 2 no homework (to allow for adjustment)
- For the **remaining weeks before half term**, pupils receive the same homework as Y6 (above), but with additional allocations for the three languages and 15 minutes of Music/Drama. Set homework is 30 minutes/60 minutes Monday to Thursday and 1 hour 15 minutes Friday / weekend. Additionally, one Art homework is set every half term.

English	30
Maths	30
Science	30
History/RPE/Geog on rotation – literacy a key focus	30
French	30
German	30
Latin	30
Music (odd weeks) Drama (even weeks)	15
Art (once per half term)	30

### After half term, and terms Two and Three

- After the autumn half term, homework increases to two lots of 30 minutes per night, Monday to Thursday, and three lots of 30 minutes on Friday / for the weekend, with 15 minutes of Music or Drama per week.

1	2	3	4	5	6	7	8	9	10	11	12
Eng	Eng	Ma	Ma	Bio	Che	Phys	Fre	Ger	Lat	Hist /RPE /Geog	Mu/Dr (15)*  Art (1 per half term) (30)

\*Music set in odd weeks, Drama in even weeks

### Year Eight

- All 30-minute homeworks apart from Maths – 2 x 20**
- 1 hour / 1 hour 20/30 minutes - Mon to Thurs
- 2 hours - Fri / weekend (plus one substantial homework for Art and Music per half term.)

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Eng	Eng	Ma (20)	Ma (20)	Bio	Chem	Phys	Lang 1	Lang 2	Hist	RPE	Geog	Dra ma*	Art/ Mus

\*Drama set once per fortnight

### Year Nine

- As Y8 above, all 30 minutes
- One substantial homework for Art and DT per rotation

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Eng	Eng	Ma	Ma	Bio	Chem	Phys	Lang 1	Lang 2	Hist	RPE	Geog	Drama*	Art /DT

\*Drama set once per fortnight

### Years Ten and Eleven

4 option block subjects	2 x 30	8
English (2 subjects)	2 x 40	2
Maths	2 x 30	2
Science	1 for each science x 30	3
	TOTAL:	15 homeworks – 3 per night

### Sixth Form

As a guide, we expect students to do at least five hours of study per subject, per week and at least two hours per week for the EPQ. This equates to at least 17 hours of study outside the classroom for students doing three A levels, and 20 hours for those doing four. This includes time for students to review and consolidate their learning on a weekly basis, which is essential at A Level.

### **Teachers**

- must ensure that appropriate and purposeful homework is set and explained during the lesson for pupils across the whole ability range, whenever their subject has a timetabled slot, and that all pupils understand clearly what they are required to do.
- This work must also be entered by 4pm on the day set into the online Firefly Tasks system which enables parents, staff and pupils all to have access to a clear record of what was set, and when it is due.
- In setting homework, provision should be made for stretch and challenge tasks for the most able pupils, who complete work much more quickly than the average pupil.
- Careful attention should be given to adjusting tasks for SEND and EHC pupils with specific difficulties, in consultation with the learning support department.
- It is the responsibility of the head of department to monitor and evaluate the homework set in their department.
- It is most important that the pupils are given their homework according to the timetable. The system operates on the assumption that they will complete it on the evening allocated for that subject, even if the due date is not the immediate day after. Learning to do this to avoid work mounting up is evolving effective time management skills and an aspect of assuming personal responsibility for academic work.
- It is the responsibility of the DH:A, in consultation with the academic and pastoral management teams, to maintain a watching brief over the successful implementation of the homework policy, and to provide training for staff, pupils and parents at appropriate opportunities throughout the year.

### **Pupils**

- are expected to work with the same degree of rigour and perseverance when completing homework as they do when completing classwork
- All homework tasks set must be clearly noted by pupils when set by the teacher. Firefly tasks should be regarded as a clear record of all homework set, which pupils, teachers and parents can refer to. However, if the teacher has clearly set and explained the homework in class, this work has formally been set whether or not it appears in Firefly tasks.
- Pupils need to be supported in being honest and realistic (with themselves and with their teachers and parents) about the time taken to complete tasks when working with full concentration.
- Pupils are expected to complete homework on the evening allocated for that subject, even if the due date is not the immediate day after. If they have extensive co-curricular commitments at certain times of the week, they will need to plan their time very effectively to take these into account, so that they do not get behind with their homework. Learning to do this to avoid work mounting up is evolving effective time management skills and an aspect of assuming personal responsibility for academic work.

### **Parents**

Parents are encouraged to take an interest in their children's homework and support them in completing it effectively, encouraging good habits such as concentration and perseverance, bearing in mind that the long-term goal is for their children to become effective independent learners.

They can monitor homework set by connecting with Firefly (and downloading the Firefly app) if they so wish.

Pupils are best supported when parents and teachers work in partnership, and parents should contact the child's subject teacher, or the subject HoD by email in the first instance, copying in the form tutor, if there is a query or concern about a homework, or the DH:A/HoY as appropriate if there is a general concern.

### ***The Procedure for Submitting and Marking Homework***

- If a pupil in lower or middle school does not produce the homework set when it is formally required (unless there is a written parental note) they will be registered with an academic concern, which is received by the pupil, the parents and the form tutor
- If a pupil in the sixth form does not produce the homework set when it is formally required (unless there is a written parental note) the same procedure applies, but they will be required to stay after school for an hour to complete the supervision.
- All homework which requires marking should be marked and returned within a week of being submitted, in accordance with the whole school marking policy; it should provide constructive feedback to pupils on their progress, especially where homework is on-going as part of coursework.
- If pupils are absent, they are expected to catch up on essential pieces of missing class and homework after consulting with their teachers on their return to school.

### ***Policy Review & Approval***

Policy Owner	Deputy Head: Academic
Date of last review	August 2023
Reviewed by	RME/JLP
Responsible Committee	Curriculum
Date of next review	Summer 2024