



# Homework at Sprowston Community Academy



## **Homework at Sprowston Community Academy**

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## **1. Why do we do homework and why is it important?**

Homework is a positive tool to support and enhance teaching, learning and achievement at Sprowston Community Academy. It is work that is to be completed outside of lessons, it can be completed at home, or at school during lunchtimes, before or after school where resources are possibly more available. The purpose of homework is to form a greater understanding of the work covered in class, as well as contribute to the development of skills.

Homework should enable –

- Engagement in creative out of school activities
- The extension and consolidation of class work
- Preparation for future learning in class
- Development of research skills and other skills such as revision strategies
- Progress and the opportunity for independent learning

Homework allows students to deepen their knowledge and understanding of subjects being taught, it should allow time revisit subject areas previously taught to keep them fresh in the students mind.

The importance of homework -

- Homework offers students an opportunity to practice and develop skills.
- Homework offers students an opportunity to consolidate the knowledge and understanding that they have developed in the classroom and gives students useful time to reflect on their learning.
- Homework encourages students to learn how to organise and manage their time.
- Homework encourages students to take greater responsibility for their own learning and can facilitate the independent learning skills that are so important in school and in later life.
- Homework can help students to develop greater resilience and resourcefulness. Students can develop the confidence to deal with frustration, to overcome difficulties and to solve problems.
- Homework can offer opportunities to pre-learn materials and content prior to learning, in order to allow for deeper learning to take place in the classroom.
- Homework tasks can be an opportunity for the teacher to assess a student's understanding of class work. This may reveal areas of difficulty that can be addressed. For other students, homework may provide an opportunity to stretch their thinking and delve more deeply into issues.
- Homework can promote the development of important key skills such as literacy, numeracy and ICT.

### **What are the additional benefits of doing homework?**

There are many skills that can be gained from keeping up to date with homework; it forges independence and resilience as well as providing the organisational skills needed for adult life.

Homework is a tool to allow for the development of independent learners and to develop a love of learning both at and outside of school. To become truly independent and take charge of their learning we will need to provide them with the skills to achieve, including -

- Time management
- Organisation of work
- Independence and resilience
- Improving their attitude to learning

These four areas can be greatly improved by the timely and well developed use of homework provided by the faculties.

### **Using online homework providers and platforms**

Sprowston Community Academy currently uses Doodle as the main online learning platform to set, record, share and support homework. Doodle offers a range of resources for students to use in order to support their learning across all their subjects and also for teachers to share important resources electronically, safely and easily. It also offers a platform for parents to see and monitor what homework has been set and whether deadlines have been met or progress made. For students it also offers the opportunity for instant feedback from quizzes and online assessments.

Other online platforms are regularly used by faculties and departments instead of, or as a supplement to Doodle. These may include platforms such as Google Classroom and Seneca, or departments using subject specific sites, such as Modern Foreign Languages (using the Quizlet platform), or Maths (using My Maths platform) .

**It is recommended that you make a note of the homework platforms that your child uses and keep track of their usernames and passwords, in case they forget or mislay them.**

### **Joining Sprowston Community academy and what you can expect from homework (year 7 intake onwards)**

Homework will increase in length and frequency as your child progresses from Year 7 to 11 and on into Sixth Form.

Year 7 students will only receive homework in their first half term from English, Maths, Science and MFL in order to assist with their transition and developing their organisational skills at a new school.

Sprowston Community Academy supports the view that a healthy balance between homework and other life enriching activities should be maintained. Students should aim to plan their work so that they do not create 'pinch points' which result in unnecessary pressure. In order to make homework clearer on what is expected, we have created the homework common framework, which sets out expectations of the Academy.

## **2. What to expect? The homework common framework**

To help develop the skills needed to promote independence, a homework common framework is a method to allow students and parents to understand what is required of them and help with regular completion of work. This falls into four broad categories of commonality over the whole school

- 1. Setting Homework**
- 2. Presenting Homework to students and parents**
- 3. Homework set for purpose**
- 4. Non-Completion of homework/ Inadequate homework**

### **1. Setting homework**

- a) There will be a **minimum of one homework per half term per subject**
- b) **The maximum number of homework's per subject is once per week**
- c) Homework at **Key stage 3** should be up to **30 minutes** per piece set (per week) as a maximum.
- d) Homework at **Key stage 4** should be up to **60 minutes** per piece set (per week) as a maximum
- e) Independent study and homework at **Key Stage 5** should be an hour for every hour of class contact time (a subject with 5 class hours a week should have an additional 5 hours allocated to it for independent study/ homework / flipped learning) as a maximum
- f) Faculties and departments that wish to set longer pieces will plan **ahead, breaking down the expected amount per week**. For example, at Key Stage 3 an hour piece should take two weeks' worth of homework, a two hour piece should take four weeks' worth of homework.
- g) Duration between when homework is set and when it is expected to be in should be a minimum of **72 hours (3 days)**, or longer. This will allow students to organise their time and allow for personal/ family commitments the student may have

## 2. Presenting homework to students and parents

To make sure that students know what is set for homework and how often there are some basic guidelines for how homework is expected to be set during lessons.

- a) Homework should be **set at the start of the lesson**, giving time to fill in journals.
- b) Where possible homework will be set with **written instructions** to support students and parents. (This will be particularly helpful with SEND students)
- c) Teachers will **choose a day /period that their homework is set for a specific class**. Homework will then only be set on this day for this teacher/ class.
- d) A number of students do not have access to PCs/ Laptops to complete their homework, therefore **hard copies of homework should always be made available**.
- e) **Homework will be differentiated** – as students do not interact and complete tasks in class the same way. The same should be true for independent work/ homework, which should be differentiated to allow for pastoral issues/ SEND/ medical etc.
- f) **Learning platforms like Doodle can be used to inform parents that homework is set**. This could be as simple as a using the Power Point slide describing the task and due date that you set the class.

### 3. Homework set for purpose

- a) **Faculties and departments provide a clear grounding of what they want their homework to be.** To see what is expected for homework for the different areas of the school, see the **APPENDIX - Homework at Sprowston Community Academy – A to Z of subject**
- b) Homework should be **linked directly to the scheme of work** within the faculty
- c) Homework should be **purposeful, timely and of benefit to the students** learning or helpful in their development as independent learners.

#### **Assessing work –**

- a) Students are to assess the work they have completed for homework as either a self or peer assessment.
- b) Homework may be **used to complete a starter in class** and assessed by the ability of the student to complete the activity in the lesson.

#### **Marking and feedback –**

- a) It is expected that students are to bring their work to the lessons and are to engage in the assessment process. **Students can develop further if they are directly involved in the assessment** of the work completed.
- b) Homework should be discussed at the beginning of the lesson, students are to show their homework and **engage in a peer/ self-assessment process.**
- c) **Longer pieces of homework that have been set should be collected in and marked according to the school marking policy.** Assessments are to be returned with relevant comments and feedback within an appropriate timeframe.

#### **4. Non-completion of homework / inadequate homework**

Having followed the above three categories of commonality, students will have every opportunity to successfully complete homework. Students that do not complete homework, or not completed work to the required standard will be given an appropriate school based sanction.

##### **Non-completion of homework -**

- a) **Non-completion of homework** for the set deadline results in a C2 (Red card) and a **24 hour extension (minimum) is given**. Extension may be until the end of next day, or if homework is collected on a Friday, for first thing on Monday (for example)
- b) If homework is still not completed by the expected extension deadline, a homework CLD should be issued and the SIMs instructions should be filled in.
- c) The **CLD system is designed for NON-COMPLETION** of homework, if none is handed in

##### **Inadequate homework**

- a) Homework that does not reach the required level of work after submission will receive a faculty or department sanction
- b) ALTERNATIVE measures will be sought for repeat offenders that hand in work but not to required level.

**See section 6 – Homework at a glance (from page 33 onward) for a the SCA Homework diagram, a simple to follow flow chart for homework completion and sanctions for non-completion**

### **3. Practical advice for parents/carers/guardians helping with homework**

In order to attain the maximum benefit from homework, your child is responsible for completing homework assignments on time and as directed. If homework deadlines are not met then teaching staff will always offer a 24 hour extension in the first instance. If this deadline is then not met, a Central Leadership Detention (CLD) for Homework will be set. This is a detention sat by students after school (3.25-4.15pm) which offers the opportunity for this specific homework to be completed. Parents and carers will be notified of when the detention will take place, along with a reminder to students via SIOMs and their form tutor, as well as a note on the day of the detention.

It is very important to us that there is an effective partnership between home and school so that we can work together to ensure that all students are supported in their learning and are given the opportunities to achieve to their potential and beyond. We will endeavour to share as much information with parents and carers through the student journal, Doodle and the school website.

#### **What should I do if...**

##### **1. My child does not have enough homework**

If your child has a couple of days when they appear not to have any homework, try and encourage them to do some independent work around a subject they have been studying. This could include wider reading, using subject specific knowledge organisers and internet research. It may also be useful to get them to practice and develop skills by using Doodle via the school website for pre-learning and revision of topics, or websites such as PiXL Maths App for KS4 and BBC Bite Size. These all provide opportunities for students to “test” their knowledge and understanding of a topic, often in fun and engaging ways.

If you feel that there is a prolonged period where your child does not appear to be receiving homework in a particular subject, you should make contact with the class teacher concerned and voice your concerns/queries. This can be done via the journal or through phone or email. If the issue persists, please contact the relevant head of department.

It may be that your child is receiving homework but is not recording it effectively. If you are concerned about your child’s ability to handle and organise their homework, or that they just aren’t doing it, please contact your child’s form teacher who will be able to help co-ordinate an approach to tackling the issue. Alternatively you may wish to initially log on to the parent section of Doodle to see the Homework’s ‘set’, ‘overdue’ and ‘submitted’.

A guide to the amount of homework your child should be getting can be found in the **homework common framework** section of this document, also looking at the **Appendix - Homework at Sprowston Community Academy – A to Z of subjects**. May also give you an idea of the expected frequency of work

## **2. My child has got too much homework**

Sometimes there are stress points in a term where students appear to be overwhelmed with deadlines and work. For some of our students this can make them unhappy and distressed. In the first instance, try and sit down with your child and plan where the priorities are and which work should be completed first. Occasionally, you may feel it necessary to contact your child's class teacher to explain that they are finding the workload difficult and may need additional support. If you feel there is a general problem with your child receiving too much homework across all subjects, please contact your child's form tutor who will take the time to co-ordinate an appropriate plan of support.

A guide to the amount of homework your child should be getting can be found in the **homework common framework** section of this document, also looking at the **Appendix - Homework at Sprowston Community Academy – A to Z of subjects**. May also give you an idea of the expected frequency of work

## **3. My child is finding the work too hard/easy**

It may be that your child needs a break from the work and that, simply coming back to it later, will help. Sometimes asking other students for advice can be helpful, as can asking a parent to give their advice/support. There may also be websites that can help support basic understanding of topics and ideas, as well as using the resources within Doodle for each topic for each subject.

However, there are times when, even with support, a child simply cannot do the work. Please use the journal to explain to your child's class teacher that they have attempted the work but require further help to complete the task.

If the work appears to be too easy, encourage your child to "add to it" and to carry out additional independent work and higher level questions. If they show this to the teacher they will be aware that your child can be pushed more and would respond well to more challenging work in the future.

#### **4. How can I support my child with their homework?**

Having access to your child's Doodle account and other online learning platforms can be invaluable in making sure they complete homework on time. Regularly checking their journal is also important to make sure that the work is completed by your child.

Make sure your child has the following:

- A quiet place to work, preferably with a desk or table and good light.
- Equipment. This will include paper, pens, glue, scissors and a good quality dictionary.
- Access to a computer and printer if possible. There is no doubt that access to a computer makes homework easier and allows students an opportunity to carry out independent research and to access useful websites (this, of course, comes with the warning of distractions such as social media apps and websites). The school offers access to computers at lunchtimes and after school.
- Usernames and Passwords – Keep a note of usernames and passwords of your child's online homework platforms to reduce the stress of students mislaying or not remembering these key pieces of information
- Time/Routine. Try and encourage your child to get into a regular habit with homework so that there is a specific time slot when they sit down and complete work.
- Their journal. The journal should be a vital tool in the homework kit as students use this to record their homework in. When you sign the journal on a weekly basis, challenge your child if there is no recorded homework.

## **4. Responsibilities for homework**

### **The role of the student:**

1. To listen to homework instructions in class
2. To copy down the instructions for the task and the deadline date into their journal
3. To ensure that homework is completed and handed in on time
4. To attempt all work and give their best
5. To inform their class teacher of any difficulties (where possible this must be done in advance of the deadline and not on the day the homework is due in)

### **The role of the form tutor:**

1. To include homework in form time sessions where appropriate
2. To see that homework is being recorded
3. To check the student journal is being signed by the parent/guardian
4. To note and respond to any comments written in journals by parents

### **The role of the class teacher:**

1. To set appropriate homework according to the department and school policy
2. To give full and comprehensive instructions
3. To set clear deadlines and ensure that they are met
4. To ensure that prompt and appropriate feedback is provided on homework tasks, be it in the form of teacher marking, peer and self-assessment, grades, etc.
5. To provide help and support
6. To inform the Head of Department, Form Tutor, or Head of Year (as appropriate) of any issues

### **The role of the Head of Department:**

1. To seek to enhance the quality of homework set including, where appropriate, mark schemes and success criteria
2. To monitor and evaluate homework within their subject areas
3. To ensure that homework is a regular item on meeting agendas

## **5. APPENDIX - Homework at Sprowston Community Academy – A to Z of subjects**

### **Art / Photography**

Homework is used to extend and refine learning completed in lessons; this could be in the form of short or extended revision, research, or practical tasks. Beyond Key Stage 3 homework is an element of study used to foster an independent responsibility to direct learning to sources outside of the school environment.

#### **Key stage 3 –**

Homework is set weekly in student journals and hardcopies and visual reminders are given as a reference. There will also be half-termly extended projects. Tasks can include researching artists, practicing drawing skills and observation, collecting materials for use in class, interviewing, self-portraits, and mini-research for six week projects

**Frequency of setting** - Weekly for skills, researching and collecting, half-termly study projects and extended learning.

#### **Key stage 4 –**

Teacher set homework and later teacher guided work agreed by student. Work to include response to sources, which includes research and practical elements. Drawing and taking photographs, documenting events, experimenting with techniques, updating creative statements and annotating books.

**Frequency of setting** – Homework is to be completed weekly

#### **Key stage 5 (6<sup>th</sup> Form) –**

Homework will be from a variety of tasks that will be driven by both teacher and student set work. It will consist of pre-reading, revision work, collecting practical tasks, gallery visits and extended essay writing.

**Frequency of setting** – Homework is to be completed weekly

### **Business studies, Enterprise and Economics (including Business Studies)**

The intent of homework in Business Studies is to help develop student understanding of the course content, to review and check understanding and to make sure that skills taught in lessons are applied and learnt

#### **Key stage 3 –**

N/A no Key Stage Three Business studies

**Frequency of setting** – N/A no Key Stage Three Business Studies

#### **Key stage 4 –**

Homework will be set verbally to be copied into journals and students will be given hard copies on paper. Tasks will include practice essays and exam questions to help prepare for examinations

**Frequency of setting** – Homework will be completed once per topic or once per half term.

#### **Key stage 5 (6<sup>th</sup> Form) –**

Homework is set verbally and recorded by students. Tasks will include past exam questions, iterative assessment at the end of each completed booklet and maintenance of notes and folders (assessed via folder checks)

**Frequency of setting** – Homework is set once per topic

### **Design and Technology (Including Computing and ICT, Engineering, Food, Graphics, Resistant materials and Textiles)**

Homework is used in design and technology to review and recap the key concepts of each subject area/unit and to reinforce prior learning. Because of the nature of the Design and technology rotations, types of homework many vary. Homework in food will mainly require preparing and organising ingredients.

#### **Key stage 3 –**

Homework will be set on Doodle and hard copies handed out to students. Tasks may include mini-quizzes, worksheets, mood board creation, investigations and key word revision

**Frequency of setting** – Once every two weeks

#### **Key stage 4 –**

Homework will be set on Doodle with hard copies handed to students. Tasks may include mini-quizzes, worksheets/ knowledge organisers, investigations, keyword revision, exam practice questions, acting on feedback to projects. Key stage four will consist of more extended research tasks as well as shorter review and recap activities. Homework will forge a link between theory content and practical work or to prepare for new content

**Frequency of setting** – Once every two weeks unless a longer research task is required

#### **Key stage 5 (6<sup>th</sup> Form) –**

The expectation is for students to spend at least two hours working on projects at home in all areas of KS5 D&T areas. Homework setting will vary depending on the area of study; however tasks will be used for ongoing project work with regular deadlines

**Frequency of setting** – Homework is set weekly

## **Drama**

Homework is used in Drama to embed knowledge and skills, to enhance revision and give students a thirst for knowledge. It may also be used for students in Key Stage 4 and 5 to attend extra rehearsals and performances as specification requires, as well as out of lesson learning and revising.

### **Key stage 3 –**

Homework will be set using task sheets (with weekly reminders for the longer tasks) and will be projects linked with topics studied (costume/ set/ programme design)

**Frequency of setting** - Longer project homework with production of end project

### **Key stage 4 –**

Homework will be knowledge and skills based to support work in classroom and will consist of exam style questions, learning texts and lines and extended questions

**Frequency of setting** - Homework to be set every two to three weeks depending on the unit

### **Key stage 5 (6<sup>th</sup> Form) –**

Homework is based around independent work and used to study theatre practitioners, to analyse and evaluate live theatre in all genres. Tasks will include design for sets, costumes, and lighting. Students will have to engage in research and learning of lines, rehearsals, as well as responding to live theatre. Students will be expected to answer essay questions on topics studied.

**Frequency of setting** – Homework is set weekly

## English

Homework in English is used to review and extend work completed in lessons, to introduce new topics and revisit prior learning. Beyond Key Stage 3 it is used to practice exam questions and improve exam technique. Promoting a wide range of reading in school as well as creating the habit of actively reading for pleasure at home

### **Key stage 3 –**

Homework is set via Doodle and student journals and can include projects, vocabulary, spellings, punctuation and grammar, quizzes, worksheets, reading, research and feedback tasks

**Frequency of setting** - Homework is set once per fortnight

### **Key stage 4 –**

Homework is set via Doodle and student journals and tasks can include quizzes, vocabulary, worksheets, exam style questions, extended reading, research, spelling, punctuation and grammar, use of knowledge organisers

**Frequency of setting** – Homework is set once a week

### **Key stage 5 (6<sup>th</sup> Form) –**

English students are expected to independently pursue studies and show a thirst for knowledge in both English Literature and English Language courses. Students are expected to read widely, engage in visits to the theatre and enter into writing competitions. Students will need to maintain organised folders and be reflective of the learning that has taken place. Homework will be set using hard copies and by using Doodle. Tasks will include note completion, essay writing, research projects, reading tasks, preparation for tests, practice papers and next steps work.

**Frequency of setting** – One hour of homework per contact hour over the year

## **Geography**

The intent of homework in Geography is to review and recap work completed in lessons and to reinforce prior learning. Key stage 4 will be used to practice for examinations; homework is designed to be very structured. Set termly to allow students and parents when it is due and where to find work set.

### **Key stage 3 –**

The homework will be set on Doodle, with a termly set sequence of homework emailed home and printed in student journals. The type of work set will be mini-quizzes, worksheets, application of knowledge organisers and revision for end of topic tests.

**Frequency of setting** – Homework will be set once per fortnight, mini-quizzes to last about 15 minutes and worksheets to last up to an hour.

### **Key stage 4 –**

Homework will be set on Doodle with hard copies of booklets provided by teachers. Tasks will include revision and review using booklets and knowledge organisers, Mini-quizzes, exam practice questions.

**Frequency of setting** – Homework will be set once per fortnight.

### **Key stage 5 (6<sup>th</sup> Form) –**

Geography is content heavy, students are expected to recap and review content they have covered. Students are issued with a copy of a revision book to help with home learning. At the start of all topics students are given a homework plan, tasks can include exam practice, note taking and completion, essay writing, completion of coursework and revision. Students are also expected to maintain and organise their folders to a high standard

**Frequency of setting** – Every lesson

### **History (Including Ancient History at KS5)**

The intent of homework in History is to reinforce prior learning and to help prepare students for assessment and exam questions. It is also used to help prepare for essay work. Support materials are available on line to aid in work completion.

#### **Key stage 3 –**

Homework is set during lessons and recorded in student journals; tasks may include learning knowledge organisers, completing written tasks and preparation for assessments.

**Frequency of setting** - Varies depending on the assessment, no more than once per week

#### **Key stage 4 –**

Homework is set in class in the form of exam style questions or revision work. This may include extended written answers

**Frequency of setting** - Homework is to be set once every two weeks

#### **Key stage 5 (6<sup>th</sup> Form) History (including Ancient History) -**

Students will be set work at the start or end of the lesson depending on the need for scaffolding to complete the task. Tasks include exam practice questions, note taking and completion, revision for timed assessments in class, coursework, maintaining and organising folders

**Frequency of setting** – Homework is to be set weekly

## Law

### **Key stage 3 –**

N/A – No Key Stage 3 Law

**Frequency of setting** – N/A

### **Key stage 4 –**

N/A – No Key Stage 4 Law

**Frequency of setting** – N/A

### **Key stage 5 (6<sup>th</sup> Form) –**

Law students are expected to read around topics that are being studied and maintain their folders to a high standard. Homework will be set at the start or end of lessons depending on the scaffolding needed to complete the work. Tasks include exam practice questions, note taking, writing up work from class, and revision for timed assessments in lesson.

**Frequency of setting** – Homework is to be set weekly

## **Maths**

Homework in Maths is to review and revise topics and techniques encountered during the academic year; homework is usually alternated between written work and My Maths.

### **Key stage 3 –**

Homework is recorded in the student's journal and could include tasks such as written questions, My Maths, problem solving activities and learning activities.

**Frequency of setting** – Homework will be set once per week

### **Key stage 4 –**

Homework is recorded in the student's journal and could include tasks such as written questions, My Maths, problem solving activities, creating revision pages.

**Frequency of setting** – Homework will be set once per week

### **Key stage 5 (6<sup>th</sup> Form) –**

All students are issued with a course textbook at the beginning of the year with an expectation that they will work independently to understand all topics, Year 13 students will be issued with revision guides to prepare for exams. Homework is set in class and will include monitored work from textbooks, assignments set once per topic, as well as one formally marked piece of work per week.

**Frequency of setting** – Two pieces of work issued per week.

## **Media**

Homework in media is used to consolidate learning and to extend research using texts, Prepare for tests with revision and pre-learning prior to activities in class. Students will need access to IT facilities to complete work, a weekly lunchtime workshop will be provided.

### **Key stage 3 –**

N/A no Key Stage 3 media

**Frequency of setting** – N/A no Key Stage 3 media

### **Key stage 4 –**

Homework is to be set on Doodle and reviewed as term progresses, students will be given a hard copy and tasks could include research tasks (for initial work on projects), exam style questions, quizzes and keywords

**Frequency of setting** – Project work to be set once per half term

### **Key stage 5 (6<sup>th</sup> Form) –**

Students will have work set as hard copies, via email or by practical production teacher blog. Task consist of completion of practical work set in class, pre-topic reading and redrafting of exam practice questions. Students are expected to maintain their course folder, keeping notes up to date and completing written homework tasks. Students are to evidence practical tasks with blog work and are to complete research tasks.

**Frequency of setting** – One hour per hour of contact time

### **MFL (Modern Foreign Languages - including French, German and Spanish)**

Homework in Modern Foreign Languages is used to learn and memorise essential vocabulary, phrases and terminology, to ensure progress can be made using language in context. Homework will be structured and set often.

#### **Key stage 3 –**

Homework will mainly be set on Quizlet, with hard copies provided. Homework tasks can also include vocabulary lists, revision for end of topic tests and grammar worksheets

**Frequency of setting** – Homework will be set weekly

#### **Key stage 4 –**

Homework will mainly be set on Quizlet with hardcopies available. Tasks can also include vocabulary banks and tasks, past papers, worksheets for reading/writing and translation. Question booklets for exam preparation

**Frequency of setting** – Homework will be set weekly

#### **Key stage 5 (6<sup>th</sup> Form) –**

N/A no Key Stage 5 MFL

**Frequency of setting** – N/A no Key Stage 5 MFL

## **Music**

Homework is used for consolidation of key words and terms, to continue and complete composition work, to practice performances, to complete listening exercises and complete extension work

### **Key stage 3 –**

Work will be set in class using student journals. Tasks students could be set include key word and terms tasks, practice performance and extension work

**Frequency of setting** – Once every two weeks

### **Key stage 4 –**

Homework set in class in student journal and reminders set on Google classroom. Task could include, listening exercises, practice for solo and ensemble piece, coursework composition, theory worksheets, online theory work/ quizzes. Focus on sound app quizzes.

**Frequency of setting** – Homework set weekly

### **Key stage 5 (6<sup>th</sup> Form) –**

N/A no Key Stage 5 Music

**Frequency of setting** – N/A no Key Stage 5 Music

### **Personal Development (PD)**

Content from lessons is shared to be accessible for students and parents/carers to be able to complete research and discuss work. Tasks are used to consolidate learning and prepare for tests.

#### **Key stage 3 –**

Work is set in classroom and via Doodle. Tasks can include recapping, researching and discussing where appropriate

**Frequency of setting** – At the end of each unit of work, half termly

#### **Key stage 4 –**

Work is set in classroom and via Doodle or hard copies. Tasks can include recapping, researching and discussing where appropriate. Also to prepare and produce a Personal Development portfolio

**Frequency of setting** - At the end of each unit of work, as well as ongoing planning and preparation for portfolio

#### **Key stage 5 (6<sup>th</sup> Form) –**

N/A no Key Stage 5 PD

**Frequency of setting** – N/A no Key stage 5 PD

## **PE**

Homework is used to assess independence and organisation and provide evidence for choices post key stage three. It is used to check understanding of work completed and to revise for formal assessments, to practice skills and work on fitness

### **Key stage 3 –**

Formal homework is a yearly sports project set on Doodle with paper hardcopies available. This includes tasks in analysis and training methods, planning and application

**Frequency of setting** – Formal written homework set once each year

### **Key stage 4 –**

Homework is set using hardcopies or use of online platforms such as Doodle, Google Classroom and Everlearner. Tasks may include questions to test knowledge, understanding and application. Pre-topic research and revision, coursework guidance material

**Frequency of setting** - GCSE P.E. set each week, Sports studies as on-going coursework

### **Key stage 5 (6<sup>th</sup> Form) –**

P.E. students are expected to independently expand their understanding of topics taught in the classroom. Students are to maintain their folders and read around subject areas. Homework will be set using Everlearner, Google Classroom and with hard copies of tasks. Tasks include exam and end of topic test preparation, pre-reading of upcoming topics with questions, flipped learning, expanded reading, note completion, completion of assignments and pre-learning using videos.

**Frequency of setting** – One hour per area of the course, approximately once per week

## **Religious Studies / Philosophy and Ethics**

Homework is used for independent work, researching topics and applying knowledge gained in class. It is also used to help prepare for assessments within the subjects studied.

### **Key stage 3 –**

Homework will be set on worksheets with information and instructions for the tasks to be completed, this information can be attached to journals and also set on Doodle. Tasks may include revision from knowledge organisers, work to prepare for upcoming lessons and aspects of design work that could include posters or leaflets

**Frequency of setting** – Homework to be set by topic or half termly

### **Key stage 4 –**

Homework will be set on Doodle as well as information sheets put into the student's books (which will also include key word sheets). Tasks may include revision using knowledge organisers, research work and answering exam style questions

**Frequency of setting** – Work will be set fortnightly

### **Key stage 5 (6<sup>th</sup> Form) –**

N/A no Key Stage 5 Religious Studies/ Philosophy and Ethics

**Frequency of setting** – N/A no Key Stage 5 Religious Studies/ Philosophy and Ethics

### **Science (Including Biology, Chemistry and Physics)**

Homework in science is used to reinforce work completed in class and review and revise topics, to keep work in active memory, to develop numeracy and literacy skills linked to subject areas. At key stage three there will be a link to investigative skills and key stage four a focus on exam techniques and making revision resources

#### **Key stage 3 –**

Homework will be set using Doodle and paper copies. Tasks could include key words lists, revision for end of topic tests, using knowledge organisers, exam and calculation practice and some project work

**Frequency of setting** - Homework will be set at points during the topics taught, once at the beginning of a topic, another halfway through, with revision before assessment. (Equivalent to once every two weeks)

#### **Key stage 4 –**

Homework will be set on Doodle or using hard copies. Tasks will include interleaved questions, preparation questions for in class starters, knowledge organisers, Mini-quizzes

**Frequency of setting** – Work will be set weekly or fortnightly depending on the group

#### **Key stage 5 (6<sup>th</sup> Form) Biology –**

Biologists are expected to independently expand their understanding of topics taught in the classroom. Students are to maintain their folders and read around the subjects. Prepare for assessments and practice summarising information in essay form. Students will be set hardcopies of homework question packs, printed tasks and work will be set on Google Classroom. Tasks will include exam and end of topic test preparation, pre-reading of upcoming topics, flipped learning, expanded reading, essay writing and note completion.

**Frequency of setting** – One hour of homework per contact hour

**Key stage 5 (6<sup>th</sup> Form) Chemistry –**

Students are to independently expand their understanding and knowledge of topics taught. Student folders are to be maintained and orderly with evidence of independent study. Independent work should include practice questions. Homework is set with hardcopies of question packs, printed tasks and work will be set on Google Classroom. Tasks will include pre-reading notes, flipped learning, online simulations and video notes, creating revision resources, completion of question packs and past paper, presentation preparation, required practical preparation.

**Frequency of setting** – One hour of homework per contact hour

**Key stage 5 (6<sup>th</sup> Form) Physics –**

Physicists will be expected to independently improve upon notes taken in class and complete further reading on the subject. Students will be expected to engage in pre-reading of upcoming topics, prepare for assessments and develop confidence in using equations. Homework will be set using hard copies and Google Classroom, tasks will include exam question packs, further and pre-reading and skills practice.

**Frequency of setting** – One hour of homework per contact hour

### **Social Science (including Health and Social Care, Psychology and Sociology)**

Homework in Health and Social Care is used to prepare work for controlled coursework tasks carried out in class, and as a way to prepare and revise for examinations. Homework support will be available in WS01/CM25 at lunchtimes. During controlled coursework homework will not be set, but students will be encouraged to complete work in WS01/CM25.

#### **Key stage 3 -**

N/A no Key Stage 3 Health and Social Care

**Frequency of setting** – N/A no Key Stage Three Health and Social Care

#### **Key stage 4 – Health and Social Care**

Homework is to be written in journals and hard copies of worksheets are provided. Tasks could include practice paragraphs for coursework prep and using knowledge organisers for mini-tests and for revision and review. Homework support is available at lunchtime in CM25. During controlled coursework students will not be set homework but encouraged to set work at home or in CM25.

**Frequency of setting** – Work will be set fortnightly

#### **Key stage 5 (6<sup>th</sup> Form) Health and Social Care–**

Students will be directed to independent study time with support found in CM25 at lunchtime; this will include maintaining folders, reading around topics, writing up notes, preparing for assessments. Homework will be set as hard copies with reminders in class. Tasks include exam questions, producing revision materials, researching and completing notes, writing assignments.

**Frequency of setting – Single award** – Two to three hours per week of directed independent study

**Frequency of setting – Double award** – Four to six hours per week of directed independent study

#### **Key stage 5 (6<sup>th</sup> Form) – Psychology**

Students are to maintain folders and keep work up to date. Students are to engage in flipped learning, timed question preparation and preparation for timed essays. Homework will be set as instructions by the teacher.

**Frequency of setting** – Work will be set twice a week

**Key stage 5 (6<sup>th</sup> Form) Sociology–**

Sociologists are directed to complete independent study with support available lunchtimes in CM25, in addition students are to maintain their folders, read around the topics studied, complete notes from class and prepare for assessments. Work will be set as hard copies with reminders in class. Tasks will include exam questions, revision cards and notes.

**Frequency of setting** – Two – three hours per week of directed independent study

## 6. Homework at a glance

This final summary section is for a quick and easy access to check the following areas of homework –

1. Homework frequency of setting per subject
2. The Homework common framework at a glance
3. SCA Homework diagram, a simple to follow flow chart for homework completion and sanctions for non-completion

### 1. Homework frequency of setting per subject

How much homework can you expect from each subject at Sprowston Community Academy?

Subject	Frequency of setting homework		
	Key Stage 3	Key Stage 4	Key Stage 5
Art / Photography	Weekly (Skills) Half termly (Projects)	Weekly	Weekly
Business studies, Enterprise and Economics	N/A	Once a topic or once per half term	Once per topic
Design and Technology (including computing and ICT, Engineering, Food, Graphics, Resistant Materials and Textiles)	Once every two weeks	Once every two weeks, unless longer research is required	Weekly
Drama	Longer project homeworks (half termly)	Once every two to three weeks (topic dependant)	Weekly

Subject	Frequency of setting homework		
	Key Stage 3	Key Stage 4	Key Stage 5
English	Weekly	Weekly	One hour per hour of contact
Geography	Once every two weeks	Once every two weeks	Every lesson
History (including ancient history)	Depends on topic, no more than once per week	Once every two weeks	Weekly
Law	N/A	N/A	Weekly
Maths	Weekly	Weekly	Two pieces per week
Media	N/A	Project work once per half term	One hour per contact hour
MFL (Modern Foreign Languages - including French, German, Spanish)	Weekly	Weekly	N/A
Music	Once every two weeks	Weekly	N/A
Personal Development (P.D.)	End of unit of work, half termly	End of each unit of work, as well as ongoing planning and preparation portfolio	N/A
P.E.	Formal written homework once per year	GCSE P.E. - Weekly Sports studies - On going coursework	One hour per hour of the course (approximately weekly)
Religious Studies/ Philosophy and Ethics	By topic or half termly	Once every two weeks	N/A
Science (Including Biology, Chemistry and Physics)	Three set points per topic (equivalent to once every two weeks)	Weekly or once every two weeks (depending on group)	One hour per contact hour
Social Science (including Health and Social Care, Psychology and Sociology)	N/A	Once every two weeks	Health and social - single Two to three hours a week Health and social - Double Four to six hours a week Psychology - Twice a week Sociology - Two to three hours a week

# Homework common framework

## 1. Setting homework

- a) There will be a **minimum of one homework per half term per subject**
- b) **The maximum number of homework's per subject is once per week**
- c) Homework at **Key stage 3** should be up to **30 minutes** per piece set (per week) as a maximum.
- d) Homework at **Key stage 4** should be up to **60 minutes** per piece set (per week) as a maximum
- e) Independent study and homework at **Key Stage 5** should be an hour for every hour of class contact time (a subject with 5 class hours a week should have an additional 5 hours allocated to it for independent study/ homework / flipped learning) as a maximum
- f) Faculties and departments that wish to set longer pieces will plan **ahead, breaking down the expected amount per week**. For example, at Key Stage 3 an hour piece should take two weeks' worth of homework, A two hour piece should take four weeks' worth of homework.
- g) Duration between when homework is set and when it is expected to be in should be a minimum of **72 hours (3 days)**, or longer. This will allow students to organise their time and allow for personal/ family commitments the student may have

## 2. Presenting homework to students and parents

- a) To make sure that students know what is set for homework and how often there are some basic guidelines for how homework is expected to be set during lessons.
- b) Homework should be **set at the start of the lesson**, giving time to fill in journals.
- c) Where possible homework will be set with **written instructions** to support students and parents. (This will be particularly helpful with SEND students)
- d) Teachers will **choose a day /period that their homework is set for a specific class**. Homework will then only be set on this day for this teacher/ class.
- e) A number of students do not have access to PCs/ Laptops to complete their homework, therefore **hard copies of homework should always be made available**.
- f) **Homework will be differentiated** – as students do not interact and complete tasks in class the same way. The same should be true for independent work/ homework, which should be differentiated to allow for pastoral issues/ SEND/ medical etc.
- g) **Learning platforms like Doodle can be used to inform parents that homework is set**. This could be as simple as a using the Power Point slide describing the task and due date that you set the class.

## 3. Homework set for purpose

- a) **Faculties and departments provide a clear grounding of what they want their homework to be**. To see what is expected for homework for the different areas of the school, see the **APPENDIX - Homework at Sprowston Community Academy – A to Z of subject**
- b) Homework should be **linked directly to the scheme of work** within the faculty
- c) Homework should be **purposeful, timely and of benefit to the students** learning or helpful in their development as independent learners.

### **Assessing work –**

- a) Students are to assess the work they have completed for homework as either a self or peer assessment.
- b) Homework may be **used to complete a starter in class** and assessed by the ability of the student to complete the activity in the lesson.

### **Marking and feedback –**

- a) It is expected that students are to bring their work to the lessons and are to engage in the assessment process. **Students can develop further if they are directly involved in the assessment** of the work completed.
- b) Homework should be discussed at the beginning of the lesson, students are to show their homework and **engage in a peer/ self-assessment process**.
- c) **Longer pieces of homework that have been set should be collected in and marked according to the school marking policy**. Assessments are to be returned with relevant comments and feedback within an appropriate timeframe.

## 4. Non-completion of homework / inadequate homework

Having followed the above three categories of commonality, students will have every opportunity to successfully complete homework. Students that do not complete homework, or not completed work to the required standard will be given an appropriate school based sanction.

### **Non-completion of homework -**

- a) **Non-completion of homework**. for the set deadline results in a C2 (Red card) and a **24 hour extension (minimum) is given**. Extension may be until the end of next day, or if homework is collected on a Friday, for first thing on Monday (for example)
- b) If homework is still not completed by the expected extension deadline, a homework CLD should be issued and the SIMs instructions should be filled in.
- c) The **CLD system is designed for NON-COMPLETION** of homework, if none is handed in.

### **Inadequate homework**

- a) Homework that does not reach the required level of work after submission will receive a faculty or department sanction
- b) **ALTERNATIVE** measures will be sought for repeat offenders that hand in work but not to required level.

## Homework Diagram

