



The Warriner School Homework Protocol



Aim

To raise standards of attainment for all students in Key Stage 3 (KS3), Key Stage 4 (KS4), and Key Stage 5 (KS5).

Objectives

- To ensure that homework is relevant and contributes to the learning of students
- To ensure that homework is set in an equitable way and marked in a way that allows students to make at least expected progress
- To ensure that homework is valued by students and parents

This is a whole school initiative and must be followed by all staff setting homework tasks. There are, however, areas where departments have particular individual needs and in these cases this is made clear in separate Departmental Marking protocol documents.

Principles of homework

- Our school values homework and the role it plays in accelerating pupil progress.
- Homework tasks should be accessible to all students
- All students are suitably challenged by homework tasks
- Homework tasks should serve one or more of the following purposes:
 - I. to consolidate learning that takes place in school
 - II. to carry out research that will contribute to future learning
 - III. to develop independent learning skills
 - IV. to contribute to students' wider understanding of a subject
 - V. to undertake work that could not easily be done in school
- Homework tasks, once completed, should be assessed and feedback given to students on their work.

Criteria for successful practice

At KS3

- Students will be set around 30 minutes of homework every three lessons, per subject.
- Homework tasks may involve activities designed to reinforce learning, practise skills or to carry out preliminary work to be built on in lessons. They will also be used to develop revision skills.
- Homework tasks may sometimes take the form of extended pieces of work to be completed over a period of time. These projects should be broken down into weekly or fortnightly tasks. Formal assessment of these tasks should take place and feedback should be passed on to students. These tasks are used to support students in developing their time management skills.
- Homework tasks should never be set without a clear purpose and should always afford students sufficient time to complete them.
- Assessment takes the form of regular marking, end of topic tests and end of year examinations. All work will be returned to students within 2 weeks of being handed in. Our F-A-R Marking approach (Feedback-Action-Response) highlights areas where students have demonstrated a particular skill well and enables students to improve their work through the provision of clear action points. Variations on F-A-R marking to support students as independent learners may include using highlighters/codes to identify errors, misconceptions and areas for development.

At KS4

- Students will be set around 40 minutes of homework every three lessons, per subject.
- Homework tasks set in Years 10 and 11 will vary according to particular subjects and as such individual department protocols should be consulted.
- Tasks may include activities similar to those set at KS3 but could also involve completing work for which there is insufficient time in lessons, completing exam-style questions or contributing to coursework where this is permitted under exam board guidelines.
- Assessment takes the form of regular marking as in KS3, end of topic tests and end of year examinations. All work will be returned to students within 2 weeks of being handed in.

At KS5

- Students will be set around 2-3 hours homework per week per subject.
- Homework tasks will vary according to particular subjects and as such individual department protocols should be consulted.
- In addition to formal set tasks, students are expected to undertake background reading and independent study to enhance and consolidate the learning taking place in school.
- Assessment takes the form of regular marking, end of topic tests and end of year examinations. All work will be returned to students within 2 weeks of being handed in. Feedback will highlight areas where students have demonstrated a particular skill well and signpost areas for development.

Reading is invaluable in supporting the development of vocabulary and communication skills, as well as cultural awareness, empathy and positive relationships. Students are encouraged to read both fiction and non-fiction literature and to take an interest in the world around them. This may be through reading newspapers or watching television news and documentary programmes.

There are a number of online resources, signposted by subject teachers, that can be used as part of or in addition to homework set.

Students should review their learning on a regular basis and parents are encouraged to play an active part in this by discussing their child(ren)'s work with them.

Monitoring and evaluation

The protocol will be monitored by:

- The Senior Leadership Team as part of the cycle of monitoring and evaluation of departments.
- All homework tasks uploaded onto Show My Homework (now known as Satchel:One) so that they are fully visible to parents. Coverage is monitored fortnightly by the SLT and any failings followed up with subject teachers and their line managers.
- Subject Leaders' monitoring of practice within their team and through subsequent line management
- Student and Parent questionnaires.