



HOMEWORK

Evidence Base

John Hattie identifies an effect size of 0.64 in his meta-analysis ‘Visible Learning’. This is beyond the hinge point of 0.4, where we would expect to see one year of progress for one year of work. Homework therefore is found to enhance learning in the secondary setting.

However, there are some important moderators of this effect size:

- The older the student, the more beneficial homework is
- Increasing the amount of homework does not lead to greater achievement
- Parental support for homework has a positive effect on achievement, whereas direct instruction from parents does not
- Task orientated homework e.g. rehearsal of a particular skill, leads to higher achievement than deep thinking or problem solving activities
- Homework that is straightforward rather than complex leads to higher achievement
- Homework that has a novelty aspect leads to higher achievement (N.B. our own student voice has raised concerns about the frequency of bake/craft style tasks, reporting that these prove expensive and often completed by the parent rather than the child)
- Projects are one of the least effective forms of homework
- A large amount of homework results in weaker attainment
- A lack of monitoring of homework results in weaker attainment
- Effects are higher when involving rote learning, practice or rehearsal of subject matter

The EEF Teaching and Learning Toolkit identifies an effect size of +5 months. This means that we would expect to see 5 months of progress each year, in addition to the expected year of progress. This is a strong effect size for low cost.

In addition, the toolkit notes the following:

- Homework is more likely to be effective when deployed as a targeted intervention over a limited time frame
- To maximise impact, learners need feedback on their homework
- The optimum time spent on homework per day is 1–2 hours, with older students benefiting from the maxima
- The effectiveness of homework decreases as time spent increases beyond the optimum 1–2 hours
- Planned and focused activities are more beneficial than routine and regular homework
- Homework should not be used as a punishment
- A variety of tasks with different levels of challenge is likely to be beneficial
- The quality of homework is more important than the quantity
- The purpose of homework should be made clear to the students e.g. ‘to practise...’

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HOMEWORK

Homework refers to any learning task which a student is asked to do outside the classroom. It is found to enhance learning in the secondary setting (see evidence base). Homework should be linked to the learning in class and differentiated for student ability (sometimes this will be by outcome).

The purpose of each homework task should be explained to the student. This can be done in class or on Show My Homework.

All homework must be posted on Show My Homework and students should be encouraged to make use of planners, diaries or apps to plan and manage their time.

Effective homework may include:

- research
- preparation for class
- practising skills learnt in class
- using or extending knowledge acquired in class
- use of digital resources to reinforce or consolidate learning
- responding to feedback (Dedicated Improvement Time)
- redrafting

Subject teams and teachers should avoid setting homework in which a cost is incurred by the parent or child as this creates a barrier to learning. This easily be avoided by offering students choice in the mode of response.

All subject areas are expected to set homework in each fortnightly cycle. Teachers should ensure that adequate time for completion is provided. Homework should never be set for completion overnight; a minimum of 72 hours is fair.

Guidance on Homework Quantity per Fortnightly Cycle			
	English	Maths	All other subjects
Year 7	1 hour	1 hour	30 minutes
Year 8	1 hour	1 hour	30 minutes
Year 9	90 minutes	90 minutes	45 minutes
Year 10	2 hours	2 hours	1 hour
Year 11	2 hours	2 hours	1 hour
Years 12-13	2 hours + an additional 2 hours of self-directed study, per teacher (typically two)		

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Leadership and Management of Homework

It is the role of the Senior Leadership Team to:

- support the development and implementation of homework across the school through line management
- direct Leaders of Learning to monitor the setting, marking and effectiveness of homework
- provide training to Leaders of Learning so that they can monitor subject use of Show My Homework
- set the procedure to be followed by all staff and for students not completing homework

It is the role of the Leader of Learning to ensure that:

- their department is active in discussions on the role of homework across the school
- they can demonstrate their own positive impact on the quality of homework in their subject area by maintaining their Standards File
- lesson plans and schemes of work include differentiated homework and learning outcomes
- barriers to learning through homework are avoided or removed
- the promotion, setting and completion of homework is included in the regular quality assurance cycle of monitoring of teaching and learning
- teachers are provided with personal feedback on the quality of their homework setting

It is the role of the Teacher to ensure that:

- students receive feedback on all homework within a reasonable time , normally one cycle of the timetable or sooner
- longer homeworks or extended GCSE/A Level coursework are staged to allow for interim guidance
- younger/vulnerable students have time to record their homework and the date for completion in their planners at the start of or during the lesson, with this information corresponding to details entered on Show My Homework
- no student is disadvantaged in the use of ICT at home e.g. by preparing printed resources
- the homework set furthers subject-specific learning and/or skill development
- homework is differentiated to match the needs of learners

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- barriers to learning through homework are avoided or removed
- students understand the nature and purpose of the homework set
- good homework is acknowledged and rewarded in the same way as good work in lessons
- non-completion of homework is followed up with an appropriate sanction. In Years 7-11 this will most often be a detention with the subject teacher. In post-16 it is appropriate to contact parents following a second missed homework piece.

It is the role of Learning Mentors and Tutors to:

- encourage students to see homework as an extension of their learning
- monitor the recording of homework in planners
- ensure that students can and do log in to Show My Homework regularly
- help students plan time effectively so that homework is completed on time and to a high standard
- alert the Co-ordinator of Learning in the event of a notable lack of homework
- liaise with parents/carers

It is the role of the Student to:

- know how to log in to Show My Homework, SAM Learning and MyMaths
- record homework in planners accurately and in full or log into Show My Homework regularly
- set up a schedule for completion of homework
- complete the homework task to as high a standard as possible by the date given
- expect to be praised for a piece of outstanding homework in the same way as they would for a good piece of class work
- expect homework to be challenging
- understand that their teachers will impose a sanction if they do not complete their homework
- keep parents/carers informed about the homework set, involving them whenever possible but not allowing them to do the work
- access the Homework Club, especially if they need extra support with a piece of work
- make use of the Library as a reference resource and/or for ICT access if this is not possible at home
- read and respond (MRI) to feedback on homework by making improvements in purple pen

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It is the role of the Parent or Carer to:

- show regular interest in their child's work by checking the planner and/or Show My Homework as often as possible (at least once a week) and talk to their child about the work set and its relationship to what is being studied in class
- provide a quiet, private space for study at home. Students need space for reflective learning and concentration
- encourage their child to use Homework Club and the Library at school if this is not possible
- help their child plan time effectively so that all homework is completed and handed in for marking by the given date
- work with their child by encouraging wide reading, reading for pleasure, research, other opportunities for learning and access to relevant and safe ICT sites
- read through books and files to understand the nature and quality of work and to acknowledge where and how their child has made progress
- let their child's tutor or learning mentor know of any concerns about the homework being set, through a note in their planner or by emailing or telephoning the school.

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