



WADHAM SCHOOL

Homework Policy 2024/2025



Who is responsible?	Assistant Headteacher – Teaching and Learning Sarah Hutter
Statutory Policy?	Y/N
Review Timescale	2 years
Approval date	March 2025
Next Review	March 2027

Signed.....

Date.....

Rationale

At Wadham school we value homework as we know the benefits it brings to our students. The Educational Endowment Foundation¹ suggests that secondary school aged students can make on average up to 5 months additional progress with regular purposeful homework. We acknowledge that students typically retain only 50% of the information teachers provide in class², therefore it is clear we need to take the opportunity to extend learning beyond the classroom.

Reading is an essential skill we need our students to be confident and proficient in. Homework gives further opportunities for this beyond the classroom along with the opportunity to expose a young person to many texts and genres as possible to aid the encouragement of reading for pleasure.

Students with Special educational needs can benefit from homework if appropriate supervision and monitoring are provided¹. Homework can also help students develop key skills that they'll use throughout their lives, such as; Accountability, Autonomy, Discipline, Time management, Self-direction, Critical thinking and Independent problem-solving.

As a school we will enhance quality first teaching taking place in each classroom by providing opportunities for homework and extended learning. Homework supports the work taking place leading to an increase in the educational attainment, expectations and aspirations of students. Along with this, homework gives the opportunity for parents and carers to keep in touch with what their young person is doing within school and help and support their learning. However, Wadham School also acknowledges the importance of family time and leisure time in ensuring pupils are able to achieve balance in their lives.

Homework Systems

As a school we have developed a homework grid for each year group. These are given to students and parents/ carers each term. The homework grid contains key pieces of information for each piece of homework to allow students to understand; subject, date set, platform, expectations on completion and due date.

Most subjects set homework. The amount of homework set by a subject is proportionate to the frequency of lessons. For most days students will only receive one piece of homework per day. For all pieces of homework students have a week to complete it.

Teachers set the majority of their homework as retrieval tasks to support retention of knowledge.

Online platforms:

- Sparx Reader – This is set once a fortnight for key stage three students by the English department. Sparx Reader is an online reading program that helps students develop their reading skills. It offers a variety of books and personalised tasks to help students improve their reading fluency and accuracy. Students are expected to complete 300 Sparx Reader points which equates to roughly 30 minutes reading. Ultimately, we aim for all of our students to move on to be Gold Readers, where they are reading physical books of their own choice and the reading of these is recorded on Sparx Reader as they are fulfilling our desire of reading for pleasure.

- Sparx Maths – This is set once a week for all students by the Maths department. Sparx Maths is an online platform where teachers set questions on specific topics to support the retrieval of these topics. Sparx Maths personalises to a student's ability, along with additional support such as videos linked to each topic and times table practice.
- Seneca – The majority of departments use Magic Quizzes when using Seneca. Magic Quizzes use AI to build a custom quiz from our own resources and therefore cater to our curriculum and knowledge organisers. Within this, students read key information relating to the retrieval of a topic and then answer retrieval questions.
- Active Learn – Active Learn is used by the Languages department and for some science classes. Active learn gives the opportunity for retrieval of content and specifically for languages allows listening practice.
- Teams – Teams continues to be used to share very specific individualised homework, in particular for GCSE and A-level. For example, for the creative subjects where students need access to checklists for their independent work.

These online platforms have been chosen because of their ability to track and monitor pupil progress as well as their wealth of ambitious content and resources that we believe best supports home learning. Teachers refer to the insight from these platforms to support their planning moving forward where gaps in knowledge can be identified.

Inclusion and Homework

All homework set will be appropriate to the ability of the student. For students on the Special Education Needs register, tasks set will be adapted as required to meet individual needs, whilst continuing to have high expectations of all students. The cultural diversity of our students and their families is valued and is considered when homework tasks are set for students. Students who do not have access to online platforms at home have been identified and supported.

Roles and Responsibilities

Subject Teachers:

Teachers will set homework in line with the homework calendar. The focus for teachers will be on the quality of homework set so that it supports and enhances the learning taking place in the classroom. They will also ensure that it is relevant to the students' abilities and includes clear guidance for completion. Teachers will use their professional judgment to set homework that will take an appropriate amount of time.

Teachers will celebrate when quality homework has been produced. This may be through the awarding of achievement points, post cards, reward emails, etc. Teachers will put in place the appropriate sanction for non-completion of homework or homework not completed to the standard as outlined in the homework grid. Not all homework tasks will receive feedback; however, teachers will endeavour to provide whole class feedback.

Subject Leaders:

Subject Leaders will establish homework expectations for their subject in relation to regularity, format, and impact of homework. Subject Leaders will monitor the online platforms for the quality of homework being set and that there is consistency between groups of students.

Parents and Carers:

Parents and carers have a vital role to play in their young person's education, and homework is an important part of this process. Families are asked to encourage their young person to allocate sufficient time to their homework. They should also make it clear to their young person that they value homework and support the school in explaining how it can help the young person make progress.

Parents can support their young person by providing a good working space at home. Pupils need a quiet place for study, away from the distractions of television, computer games, social networking sites and the telephone.

Parents are asked to check the homework timetable regularly with their young person and support the school if expectations of homework are not met and sanctions such as a detention are put in place. Along with this, parents/ carers are asked to share the praise of a student working hard on their homework and independent learning.

Use of ICT

Whilst the School will recommend sites or apps to enhance a young person's educational experiences at home, the school does not take responsibility for internet use at home. Parents should take steps to ensure their young person's safety online at home or away from the school premises.

Homework not completed to the expected standard

If homework is not handed in on time, or not to the expectations as outlined in the homework grid, this will be recorded electronically on the school's management system (Arbor). A sanction may be imposed by the subject teacher; this will result in an after-school detention. Students need to be ready to learn at all times therefore it is important that all homework is done to the highest standard.

These are the steps for supporting the completion of all homework:

- Quality of homework is checked the lesson which follows the due date and time, as indicated on the homework grid. If homework is not completed to the expected standard the student will receive a behaviour point on Arbor. The young person will also be placed in detention.

- This will continue to happen if the young person has now completed the homework, but it was not completed according to the homework grid. This is to support our young people working to a deadline.
- During the after-school detention the young person will complete the piece of homework along with any other homework tasks.
- A conversation will also take place as to why they didn't complete the homework to the expected standard and support will be put in place if necessary.

Monitoring and Review

The Assistant Headteacher (Teaching and Learning) is responsible for coordinating and monitoring the implementation of this policy, along with the support of all leaders.

References

1. [Education Endowment Foundation – Homework](#)
2. Daniel Willingham – Why Don't Students Like School?