

# Homework Policy

Camborne Science and International Academy



<b>Approved by:</b>	The Principal	<b>Date:</b> 30 March 2023
<b>Last reviewed on:</b>	1 July 2022	
<b>Next review due by:</b>	December 2023 (Extended until 31 March 2024)	

### **Meeting your communication needs:**

We want to ensure that your needs are met. If you would like this information in braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: [enquiries@cambornescience.co.uk](mailto:enquiries@cambornescience.co.uk)

## Homework Policy

### Purpose

To provide well-structured and effective work, which enables students to:

- Consolidate learning
- Prepare for new learning
- Revise, practise and memorise skills and learning
- Pre-learn to ensure classroom success and participation
- Apply learning in new contexts and to new problems
- Involve parents in their children's learning.

### Homework expectations:

Key Stage 3:

Year 7 – **No homework for the first 4 weeks back** – Homework until October Half term will be reading every night for 20-30 minutes (using accelerated reader books) – after half term, students will be set daily reading in addition to literacy and numeracy tasks each week – after Christmas students will also be set MFL tasks weekly. Students will be issued with a timetable so they know when to expect each task.

Year 8 – Homework until October Half term will be reading every night for 20-30 minutes (using accelerated reader books) – after half term, students will be set literacy, numeracy and MFL tasks weekly. Students will be issued with a timetable so they know when to expect each task.

Year 9 – Students will be set literacy, numeracy, MFL and science tasks weekly. Students will be issued with a timetable so they know when to expect each task.

In addition to the homeworks listed above, each department may set one additional 'ambition' homework per semester. These tasks are optional and are designed to inspire further consolidation and/or inspire and foster further engagement and enthusiasm within a particular topic. These tasks might be a short task or a more extended project in subjects such as 'art'.

Key Stage 4:

Year 10 - 50 mins per subject per week. Students will be issued with a timetable so they know when to expect each task.

Year 11 – 60 mins per subject per week (plus revision sessions, interventions and bounce back sessions). Students will be issued with a timetable so they know when to expect each task.

### Revision periods

6-8 week periods prior to progress assessments (Year 7,8 and 9), Year 10 assessments and Year 11 Mocks, students will enter revision windows. During this time, 'homeworks' will stop (except reading for Year 7 and 8). Instead, students will be provided with revision booklets to complete – these are designed to support students in preparing for their upcoming assessments.

Year teams will write to parents with further details when revision windows open.

## Recording

All homework is set and recorded using Class Charts. This must include: a clear description of the task, any links to documents (as pdf), and **the length of time for completion, and the deadline.**

If staff are using additional online platforms for homework such as GCSE Pod, Educake, Google Classrooms, links should be recorded on the Class Charts description.

## Task type

Homework should be a succinct, specific and task oriented piece which provides students with relevant opportunities to either consolidate their learning, to pre-learn or prepare to lead the learning. Focused tasks have a greater effect on student learning than open-ended unstructured homework tasks.

We encourage the use of online platforms such as GCSE Pod to facilitate a 'flipped' learning approach to homework or to consolidate the learning.

During the 'revision' periods, revision should be clearly structured and linked to the guidance provided to the Directors of Year and should require students to submit evidence of the completed revision.

## Feedback and evidence

Students should receive feedback on homework. Carefully designed tasks that provide opportunities for peer and self-assessment are encouraged – as well as opportunities for 'purple pen' DIRT activities. In cases where work is not completed electronically, work should be completed in exercise books or kept safely in purple folders.

## Rewards and consequences

When monitoring the quality of completion, staff are encouraged to record rewards using Class Charts.

All students should be issued with a year group specific homework timetable for core subjects. This will outline what days of the week Maths, English and Science homework will be set and expected in the following week.

When a student fails to meet a deadline or fails to meet a teacher's high standards for completion, it should be recorded as a KS3 or KS4 'homework catch-up (compulsory)' on Class Charts. This will generate an after school homework catch up session which will be compulsory to attend on the next school day. This should be explicitly shared with the student.

The aim of the compulsory homework catch-up session is to support students to promptly complete outstanding homework. Supervising staff will support students accessing and completing their outstanding homework. Students who fail to meet the expectations of the homework catch-up session, for the reasons listed below, will be issued with a formal after school detention for the following day.

- Non-attendance to the homework catch-up session
- Lack of sufficient work completed
- Disengaged or passive behaviour
- Talking to or disrupting other students
- Playing games

- All other CSIA's behaviour expectations as outlined in the behaviour for learning policy

### Quality Assurance

In order to monitor the consistent setting of quality homework, departmental and SLT work scrutiny must comment on the quality of homework, through scrutiny of work set on Class Charts, and of completed homework in books/folders.