



HOMEWORK POLICY 2022 – 2023

Recommended by	Teaching and Learning Committee on 17 th Nov 2021
Approved by	FGB on 8 th December 2021
Date of next review:	November 2023 (reviewed in Nov 22 with no material changes)
Responsible Officer:	R Lawrence

At Comberton Village College, we set homework for all our pupils. We do this because we believe that it can help pupils to achieve their positive potential more fully than if we simply relied on study done during timetabled curriculum time under a teacher's immediate supervision.

Reasons for setting homework

More specifically, there are several reasons why we believe that we should set homework for all pupils:

- It encourages and helps to develop independent study skills
- It can strengthen and consolidate school learning
- It permits appropriate extension of work done by pupils in lessons
- It may be a requirement of particular courses (e.g. aspects of GCSE coursework units)
- It formalises for pupils the fact that learning can, should and does occur outside school as well as inside school
- It permits some parental involvement in pupils' school-related work.

Features of good homework

If homework is to be effective in achieving its desired aims, it will ideally have the following features:

- Be clearly set and explained, written down and properly recorded on Go 4 Schools (Go4S)
- Be relevant and of interest to pupils
- Be appropriately differentiated
- Be carefully planned and appropriately integrated with classwork
- Be structured and manageable. This is especially true with larger, longer tasks. These need to be broken down and recorded properly each week on Go 4 Schools
- Outline teacher expectations of pupils: state how long the homework should take (minimum and maximum time indicated), the nature of the homework (decorated, labelled, coloured, printed, handwritten etc.) and how it may be submitted (A4 paper, in exercise book or electronic submission)

The amount of homework set

The exact time pupils are expected to spend on homework tasks may be influenced to some extent by the nature of the topic being studied, the set or grouping in which they are learning and the proximity of tests or assessments. Further information about the nature of homework tasks in each subject can be found in the appropriate Year Group parental handbook.

KS3

Years 7 and 8:

The following subjects set an average of 30 minutes' homework every week; this may represent one piece of work, or the total of more than one shorter task: Art, Maths, Science, English, Music, MFL (an average of 30 minutes per language studied)



The following subjects set one piece of work per fortnightly timetable cycle. These tasks will vary in length but will, on average, take 45 minutes to complete: Geography, RPE

The following subject sets one longer piece of 45-60 minutes' work every 3-4 weeks: History.

The following subjects set homework more occasionally, but, on average, once every three weeks. These tasks will on average take 30 minutes to complete: DT, Drama, Computer Science

Departments will also suggest extension activities which pupils may choose to undertake independently, in addition to routine homework tasks, in order to enhance their knowledge and understanding.

Year 9:

The following subjects set an average of 45 minutes' homework every week; this may represent one piece of work, or the total of more than one shorter task: Art, Maths, Science, English, Musc, MFL (an average of 45 minutes per language studied)

The following subjects will usually set one piece of work per fortnightly timetable cycle. These tasks will vary in length but will, on average, take 1 hour to complete: Geography, RPE

The following subjects set homework more occasionally, but on average once every three weeks. These tasks will on average take 45 minutes to complete: DT, Drama, Computer Science

The following subject sets one longer piece of 45-60 minutes' work every 3-4 weeks: History.

Departments also suggest extension activities which pupils may choose to undertake independently, in addition to routine homework tasks, in order to enhance their knowledge and understanding.

We appreciate that attending an after-school PE activity is not always possible, but we would encourage pupils from Year 7-9 to try to attend at least one club a week. The details of our PE extra-curricular activities are published on the school website.

PSHE is taught to Years 7-9. Homework will be set for this subject once a half term to assess pupils' understanding of the topics and issues discussed.

KS4

Each GCSE subject sets an average weekly homework of one hour. Double Awards (e.g. Combined Sciences) may accordingly set greater amounts of homework. Homework for vocational subjects will be appropriate to the nature of the subject and qualification, and may involve consolidation, revision and research. This amount of homework in any subject is likely to be higher in the lead up to assessments.

All Year 10-11 pupils will undertake a Core PE programme as part of their curriculum. As with KS3, we would encourage pupils to try to attend at least one after-school club a week.

Setting Homework

The school does not impose a homework timetable on each day of the week. Homework can be set on the day that is most appropriate to the subject. Given this, it is imperative that no homework is ever set overnight. All homework set must have a deadline of at least two days.

- Homework should be clearly accessible for pupils on-Go4S



- Larger homework tasks should be broken down and recorded to help pupils to manage their workload.

Feedback on Homework

The school's assessment policy indicates the nature of feedback that it is appropriate for staff to give on pupils' homework, and subject departments' assessment policies will further specify the regularity and nature of marking and feedback.

Feedback should, wherever possible, be formative, indicating how improvement could be possible.

Homework should be appropriately marked and returned to pupils within a reasonable time of completing work. Feedback will be provided of some kind within a cycle as determined within the department policy.

Feedback can take a variety of forms. Where appropriate and possible, teaching staff should provide electronic written or verbal feedback via the class 'Team' assignment or class notebook platform.

Role of Parents/Carers

As a general principle, the school seeks to work positively in partnership with all parents and carers to help to support the learning of all pupils.

Parents and carers can help to ensure that homework is as effective as possible in various ways, such as:

- Provide a reasonably peaceful and suitable place in which pupils can do their homework
- Make it clear to their children that they value homework and believe that it can help their children to make good progress
- Encourage their children in their homework tasks
- Expect deadlines to be met and check that they are
- Check regularly (at least weekly) Go4S and the pupil homework diary.

Homework tasks increasingly require pupils to understand and use technology. Parents and carers can support this in the following ways:

- Ensure pupils check their homework daily on www.go4schools.com
- Support pupils' access to our on-line platforms by visiting www.office.com, which is where pupils will find their class 'Team'.
- Support pupils with uploading homework onto the assignments section of their class 'Team' or producing work on the class notebook.