



HOMEWORK POLICY

Date adopted: 23rd February 2024

Date for next adoption: Spring Term 2027

Reviewed by: Headteacher, Head of Junior School & Assistant Head (T&L)

Pre-Prep and Junior School Departments including EYFS

We define homework as any activity which pupils undertake outside of school lesson time, either on their own or with the support of family members. At Talbot Heath Junior School, we have a strong commitment to homework and view this as one way of developing a good partnership with home.

We see homework as an opportunity to:

- stimulate enthusiasm for learning
- encourage responsibility for learning
- practise and consolidate key learning from class
- foster good habits of organisation and self-discipline in preparation for the demands of Senior School and beyond

Expectations

We encourage children to:

- Ask for help if it is needed or to discuss any difficulties with their teacher at the earliest opportunity.
- Complete homework to the best of their ability and maintain the same standards of presentation expected in the classroom.
- Ensure that homework is handed in on time if a deadline is given by the teacher.

We encourage parents to:

- Show a positive interest in homework; to talk and ask questions.
- Help and support, but to also encourage independent thinking and initiative.
- Ensure children have the time and space to complete homework.
- Check Google Classroom/SeeSaw where instructions are set.
- To let the teacher know of any issues which may arise as a result of homework such as non-completion.

Teachers will:

- Explain the homework task and the learning purpose clearly. To make sure homework is recorded clearly on Google Classroom/SeeSaw.
- Set work which is achievable and at the appropriate level.
- Set deadlines as appropriate and give time before handing in to seek help if needed.
- Mark work promptly and provide useful feedback.
- Inform parents of inconsistent or unsatisfactory homework.

Homework Procedure

Homework is set regularly for all children in Years 1 – 6 via either SeeSaw (Year 1 and 2) and Google Classroom (Year 3, 4, 5 and 6). The amount of homework increases as pupils progress through our Pre-Prep and Junior School. Children below this age are still expected to take home their reading books and words. We encourage parents to hear their daughter read at home throughout their time at Talbot Heath. Reading record books are provided for each pupil and parents should sign this daily in the early years and weekly by Year 6. Parents are also encouraged to support their daughter with areas of maths such as practising times tables. All pupils in the Junior Department have a homework timetable. Pupils are

expected to spend a minimum of half an hour per night regardless of where they finish at that time. Pupils in Years 5 and 6 are encouraged to continue for up to 45 minutes to finish a task or access extension work. No homework is timetabled for Wednesday night in order to give pupils an opportunity to catch up if needed. Pupils may also be given homework time to revise before assessments or be given opportunity to finish work that was set in the lesson.

Kindergarten	Reading Seesaw Activities	1 x a week when ready as and when appropriate
Reception	Reading Phonics Seesaw Activities Reading	each night each night as and when appropriate 2 x a week
Year 1	Reading Spelling Maths	4 x a week (one night a book of their own choice) once a week once a week
Year 2	Reading Spelling and sentences Maths English or topic work Topic over the term, linked to a specific subject, e.g. History / Geography / Science	every night once a week once a week once a week
Year 3	Reading Tables English and Spellings Maths Science Humanities	each night once a week once a week once a week once a week once a week
Year 4	Reading and tables English and Spellings Maths Science Humanities	each night once a week once a week once a week once a week
Year 5	Reading and tables English and Spellings Maths Science Humanities	each night once a week once a week once a week once a week
Year 6	Reading English and spellings Maths Science Humanities	every night once a week once a week once a week once a week

Senior School

The importance of homework to support learning

Introduction

Research has shown that the setting of homework for Secondary School students is a benefit to their learning. However, there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some studies showing very strong positive impact on attainment. Benefits are likely to be more modest, if homework is more routinely set (e.g. learning vocabulary or completing problem sheets every day).

Evidence also suggests that relating homework to learning in normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on. To maximise impact, it is also important that students are provided with high quality feedback on their work.

Studies imply that there is an optimum amount of homework of between 1 and 2 hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases.

Why should students receive homework?

- Research evidence shows that students make better progress by completing homework
- Students develop the correct habits for study, including the Learner Profile characteristics (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring and risk-takers)
- Teachers are able to set a wider range of tasks through setting homework and therefore, have a greater range of evidence of the students' progress and achievement
- Teachers are able to devote more lesson time to collaborative study, practical work and discussion, if independent work can be completed outside the classroom
- Students are able to prepare for future learning in the classroom
- Students can be encouraged to enrich their classroom learning
- Students and parents can share the learning experience in greater partnership

Types of homework tasks

The list below is not an exhaustive list of tasks that could be set for homework, but rather an indication of the type of tasks that are appropriate. There is an expectation that students would receive a variety of tasks over time.

- Preparation for future learning (such as reading ahead, summarising or planning tasks)
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons
- Choice of tasks with varying levels of challenge
- Vocabulary or key-facts learning
- Extended project work – either completed as individuals or collaboratively
- Guided research with appropriate support at the start of the work, such as key websites or printed references

- Timed essays or extended pieces of writing
- Creative responses to the learning – such as pamphlets
- Online homework tasks
- Revision
- Write-up of experiments or practical work
- Rehearsal

Current research suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or license to be creative. Project work tends to be least effective.

It is not appropriate to set homework overnight, despite there being occasions when lessons are on consecutive days. Often students at Talbot Heath are involved in many extra-curricular activities and indeed this is encouraged. This means that students can struggle to find time to do both their activities and spend sufficient time on their homework which leads to extra stress, especially on the highly committed students. It is important that both parents and teachers encourage the students to seek support if they are finding it difficult to balance everything.

It is important to note that there is no expectation that homework will be set every lesson; if there is nothing appropriate to set at that time, then the teacher is not required to set work. However, a creative teacher should be using the full range of homework tasks and, therefore, it would be rare for them to not set homework for a number of lessons.

Homework setting practice in Senior School

Regularity

The following information sets out a guide for the homework time per fortnight in each year group. This is a guide for subject staff, although it is clearly difficult to judge how long it will take every member of the class to complete the work; teachers should inform their students how long they believe the task should take and encourage their students to give feedback to them at the end of the task. This is also a guide to students and parents; if the task is taking significantly longer than the allotted time then they should give feedback to the teacher. Parents should contact their daughter's tutor in the first instance, if they have decided that the task is taking too long and cannot be completed by the deadline.

If the teacher knows that a task will take longer than their allocated time, then they should make this clear to the students and inform them that the homework will count for the appropriate number of lessons. This should be appropriately recorded in Homework4 by the teacher or student, showing the date the work will be due.

Homeworks for years 7-11 are set in accordance with a homework timetable which is published at the start of the Autumn Term.

Homework tasks should be recorded using the Homework4 electronic planner. This can be done by the class teacher or individual student.

Years 7 - 9

- A subject homework should equate to 20 minutes work, generally with students completing tasks for 3 subjects/night.
- English homework equates to 1 hours work spread throughout the week, including reading time.
- Creative subjects (Art, Drama & Music) set tasks as appropriate, whilst being mindful of the 20 minute guidance.

GCSE (years 10 & 11)

- A subject homework should equate to no more than 30 minutes work, generally with students completing tasks for a maximum of 3 subjects/night.
- English homework equates to 2 hours work spread throughout the week, including reading time.

Years 12 and 13

It is recommended in the Sixth Form that students would spend a minimum of 4 hours/subject/week completing tasks independently. This will include time spent on more formal “homework” tasks, as well as more informal, collaborative work, long-term preparation for examinations, their own research and additional reading on areas of the subject that has caught their interest. Staff will provide subject-specific guidance and deadlines to help the students structure their time and manage their workloads effectively.

In the Sixth Form it is to be expected that different subjects will set a different pattern of tasks; for example, subjects such as Mathematics tend to set smaller, regular homework tasks, whereas as English might set larger tasks more infrequently and the Creative Arts will have longer-term, ongoing projects, which contribute to final, assessed pieces.

Use of AI in Homework

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Talbot Heath recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and is equivalent to plagiarism.

Pupils may use AI tools:

As a research tool to help them find out about new topics and ideas.

When specifically studying and discussing AI in schoolwork, for example in IT lessons or Art homework about AI-generated images.

All AI-generated content must be properly attributed.

Pupils may not use AI tools:

During assessments, including internal and external assessments and coursework.

To write their homework or class assignments, where AI-generated text is presented as their own work.

Talbot Heath considers any unattributed use of AI-generated text or imagery to be equivalent to plagiarism, and will follow our plagiarism procedures as set out in the Exams Policies.