



**Outcomes Focused, Child Centred**

# **Northern Education Trust**

## **Homework Policy - Secondary**

**Version 2**

**Date Approved: 26 September 2022**

**Date of Next Review: July 2024**

## Control Sheet

<b>Version number</b>	2
<b>Original date approved</b>	15 July 2020
<b>Current date approved</b>	26 September 2022
<b>Approved by</b>	Executive
<b>Frequency of review</b>	Every two years
<b>Date of next review</b>	July 2024
<b>Status</b>	Approved
<b>Policy owner</b>	Andrew Jordon, Senior Executive Principal
<b>Policy location</b>	Policies/Academy-Student Policies
<b>Target group</b>	Students, parents, staff
<b>Trust Board link role</b>	N/A
<b>RSM 4policies status</b>	N/A

<b>Document History:</b>			
<b>Version</b>	<b>Date of review</b>	<b>Author</b>	<b>Note of revisions</b>
1	15 July 2020	Andrew Jordon	First version
2	20 July 2022	Andrew Jordon	1.1 - Removed reference to COVID 7.1 - addition of online resources for homework at KS3, such as Sparx 7.2 - Image moved from 7.2 to appendix, minor formatting change 8.1 - reference to Sparx

## 1. Intent

- 1.1** This centralised policy is designed to support learning at home, whilst considering the wellbeing of students outside of school to ensure that students do not become stressed or overwhelmed with the amount of work expected of them, particularly at Key Stage 4.

## 2. Nomenclature

- 2.1 Knowledge Retrieval Sheets** - contains the essential knowledge needed for each subject, based upon topic (KS4) or based upon the curriculum (KS3) for that half term
- 2.2 Need to Know It Book** - contains all the Knowledge Retrieval Sheets for all subjects in each year group. All students have this as part of their daily equipment
- 2.3 Love to Learn Project** - half-termly project for Key Stage 3 students

## 3. Research

- 3.1** This policy is designed to build upon sound educational research.

- **EEF**

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 exceptional studies showing up to **eight additional months' positive impact on attainment**. Benefits are likely to be more modest, up to two to three months' progress on average, if homework is more routinely set (e.g. learning vocabulary or completing practice tasks in mathematics every day). In the most effective examples homework was **an integral part of learning**, rather than an add-on.

- **Tom Sherrington, outlines two main purposes of great homework:**

- 1. To provide opportunities for extended practice:** Giving students tasks that enable them to improve their fluency and confidence; **tasks that support deeper and more fluent recall**. Lesson time is not enough on its own and students need structured guidance to support their practice activities.
- 2. To develop students' capacity for independent learning:** This includes giving students tasks that encourage them **to explore subjects in self directed and/or creative ways**, to develop a sense of responsibility for their own learning and to prepare for lessons so that teachers' input is optimised given the time constraints.

## 4. Core Principles

This policy is based on the following core principles:

- Homework must be simple and accessible to all students
- Homework must support the retention of knowledge within students' long-term memory to support their learning over time
- Homework must encourage a love of learning amongst our students
- Homework must rely on a culture of praise within academies
- Homework must be evenly distributed throughout the academic year so as to avoid undue stress and pressure on students, particularly at Key Stage 4

## 5. Acknowledgement of Homework

Homework will be acknowledged through the Trust-wide praise culture. Students that regularly complete their homework will be eligible to receive E1s on their report, are more likely to receive 'Extra Applause for' and can be celebrated through the PROUD events that take place regularly. There will be no sanctions in place for incomplete homework.

## 6. Providing Feedback on Homework

The policy is designed so that there is no additional workload for classroom teachers. Teachers are not expected to retrospectively mark homework as this directly contradicts our feedback policy. Instead, teachers may offer verbal praise on homework produced and should use the academy praise culture to celebrate the work that students do. The learning of *Knowledge Retrieval Sheets* will be tested regularly through low stakes quizzing (bell tasks and through retrieval activities) within lessons and should be self/peer assessed within the lesson. The use of retrieval practice in lessons should be non-threatening to students. Following retrieval activities, teachers should seek to establish the gaps in student knowledge and alter their planning accordingly as outlined in the feedback policy (re-teaching a concept).

## 7. Key Stage 3

**7.1** At Key Stage 3, there are three strands to this homework policy:

1. Knowledge Retrieval Sheets
2. Love to Learn project
3. Above and Beyond (opportunities to extend your learning beyond the classroom)
4. The use of online resources such as Seneca or Sparx may be used in subjects at the discretion of subject teams when appropriate

### **7.2 Knowledge Retrieval Sheets**

All students will have access to their *Knowledge Retrieval Sheets* in their *Need to Know Book*. This will form the basis of their homework for each half-term. It is expected that students learn the knowledge on their *Knowledge Retrieval Sheets* off by heart in order to support their long-term memory.

#### *How to use Knowledge Retrieval Sheets at home*

Students can use the following top tips to help support them with using their *Knowledge Retrieval Sheets*

#### *Opportunities online for students to test their knowledge*

Students can also test themselves on the essential knowledge from the *Knowledge Retrieval Sheets* on the virtual school portal.

#### *Retrieval practice within the classroom*

Students will get the opportunity to show off their knowledge within lessons through the implementation of low stakes quizzing, bell tasks and retrieval activities. This will be an intrinsic part of lesson planning within all subjects. Whilst the testing is designed to be low-stakes and non-threatening, students should endeavour to achieve 80% on their quizzes which is the optimum success rate. In order to support learning of key vocabulary, retrieval practice activities will also take place in literacy VMG time.

### **7.3 Love to Learn project**

The Love to Learn project is designed to encourage students' creativity in line with the curriculum that is delivered within lessons. Student work will be celebrated within departments, within each academy, online and Trust-wide through social media outlets. Student work will be displayed at academy events throughout the year such as Parents' Evening.

### **7.4 Above and Beyond (opportunities to extend your learning beyond the classroom)**

There will be signposts on Academy websites for parents to support their child through experiences at home for example identifying exhibitions in museums, topical programmes on television and other events which will be promoted by individual Academy mechanisms.

### **7.5 The use of online learning programmes**

Where appropriate, students will be provided access to online learning programmes such as Seneca or Sparx to complete homework related to the curriculum they are studying in the classroom.

## **8. Key Stage 4**

**8.1** At Key Stage 4, there are three strands to this homework policy:

1. Knowledge Retrieval Sheets
2. Revision guides (Year 11) or the use of online learning programmes such as Sparx and Seneca
3. The completion of examination questions based on gap analysis

### **8.2 Knowledge Retrieval Sheets**

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#### *How to use Knowledge Retrieval Sheets at home*

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#### *Retrieval practice within the classroom*

Students will get the opportunity to show their knowledge within lessons through the implementation of low stakes quizzing, bell tasks and retrieval activities. This will be an intrinsic part of lesson planning within all subjects. Whilst the testing is designed to be low-stakes and non-threatening, students should endeavour to achieve 80% on their quizzes which is the optimum success rate. In order to support learning of key vocabulary, retrieval practice activities will also take place in literacy VMG time.

### **8.3 *Revision Guides (Year 11) or the use of online learning programmes such as Hegarty and Seneca***

All students in Year 11 will be provided with revision guides/revision materials for their certificating subjects that will be referred to in lessons. Year 10 will receive revision guides/revision materials for the subjects that are certificating at the end of Year 10. In addition to this, students will be provided access to online learning programmes such as Hegarty and Seneca. For subjects that do not have access to online learning programmes, home learning tasks can be provided if deemed necessary. Again, students should be encouraged to engage with these programmes and their participation will be celebrated within each academy.

### **8.4 *The completion of examination questions based on gap analysis***

Students in Year 10 and Year 11 are preparing for their GCSE examinations. As such, there is a requirement that they complete examination questions to become familiar with previous examination materials. Teaching staff will design this dependent upon the gaps identified across the previous half term and within the latest STEP assessment.

There are two reasons for this:

1. Holiday homework will be designed to support gaps in knowledge and understanding identified at the most recent STEP assessment and from AfL within lessons
2. It is key that student workload is taken into account over the holiday period and it is crucial that they do not become overwhelmed with the amount of work that is provided for them to complete

## **9. Implementation**

The initial aim of the introduction of a Trust-wide approach to homework is to ensure that the *Knowledge Retrieval Sheets* are effectively introduced across all subjects and that lessons are appropriately adapted to ensure these are appropriately embedded. Additionally, it is clear that there is a need to reduce the amount of homework that students receive at Key Stage 4 in order to support their wellbeing. Over the course of the next academic year, a focus will be placed on further development of the *Love to Learn* projects and *Above and Beyond* at Key Stage 3.

## Appendix One – 7.2 Knowledge Retrieval Sheets

### Using *Knowledge Retrieval Sheets*: Five Top Tips:

- 1** **'Look, cover, say, write, check'** - Look at an individual fact on the front of your *Knowledge Retrieval Sheet*, cover it up with your hand or a piece of paper, say it out loud, write the fact down without checking and then uncover and check if you have got the fact correct.
- 2** **'If this is the answer, what is the question?'** - Quiz yourself by covering up facts on your *Knowledge Retrieval Sheet*. For example, you could cover up the definition of key vocabulary and try to remember what the key vocabulary means or vice versa.
- 3** **Quick low-stakes quizzing** - Use the questions on the back of each *Knowledge Retrieval Sheet* to test yourself or be tested by somebody else.

Make flashcards using your *Knowledge Retrieval Sheet*. You can then check your knowledge by doing the following:

#### **4** Flashcard Revision Game



#### **5** Fan-n-Pick

