

The Four Stones Multi Academy Trust

Homework policy (parents) at The De Montfort School

Version Control

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Version	Date	Details
1.0	May 2021	Creation of the policy

Introduction

The following policy is designed to ensure consistency across the school in terms of homework setting and marking. This policy aims to ensure that students are given the opportunity to develop specific skills, knowledge and understanding outside the classroom, without overburdening students or staff with homework and marking respectively.

Learning at home is an essential part of good education. Regular homework is important, since it serves as an intellectual discipline, establishes good study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility, and brings home and school closer together. It helps students to become confident and independent in their learning, which will help throughout their time at school, and in adult life.

Why is homework important?

If a student completes an hour's homework per school night for five years, it is the equivalent of an extra school year. In addition:

- It can help students to make more rapid progress in learning.
- It can provide students with the opportunity to:
 - practise further what has been learnt in class.
 - apply what they have learnt in new contexts or situations.
 - prepare them for future learning.
 - integrate skills with knowledge and concepts.
- It can allow students to develop the practice of independent learning. This way of working is vital at the later stages of secondary education and after.
- Work at home can provide the quiet and private conditions needed for work of all kinds.
- It gives the most enthusiastic students the opportunity to apply their passion and gain a deeper insight into the subject.
- It can allow students to use materials and other sources of information that are not always available in the classroom such as the internet, TV documentaries, and news reports.
- It can involve parents and others in students' work for their mutual benefit.
- It can give opportunities for long term research, enquiries and other work.
- It can form an important part of the student's notes – in preparation for the next lesson.
- It gives students valuable experience of working to deadlines.

Creating sustainable study habits

All of the teaching methods, advice and guidance that we offer parents/carers is based on research and on strategies that have been proven to work. We believe that there is a positive correlation between hard work, excellent effort and success – good study habits, from how and when to study, are a key aspect of this and have proven to have a significant impact on the mental wellbeing of students, as well as on their academic success.

Clear routines, high expectations and hard work have a positive impact on students. The research clearly shows that uncertainty is the cause of stress, so this is why we have explicit rules and behaviours that we expect from our students. Stress should not be viewed as a negative emotion and research has shown it can be a good thing. It helps individuals work harder, focus and feel better.

How can I help and support my son/daughter at home to develop good work habits?

- Homework should take priority over any other activities. Make sure they have a quiet, distraction free place to complete work at home.
- Mobile phones are a distraction and are proven to reduce concentration by 20% when completing a task. Make sure your son/daughter puts their mobile in another room when they are working.
- Believe your son/daughter can achieve the highest grades and tell them so every day.
- Listen to your son/daughter read for 30 minutes per night. Show an interest in what they are reading and ask them questions about the book.

- Ensure they get enough sleep: have a cut off point for electronic devices and encourage them to read when in bed rather than using their phone.
- Buy your son/daughter an alarm clock so that they do not need a phone in their room.
- Make sure they are eating a balanced diet and drinking plenty of water.
- Talk to them about the need to be organised and help them to prepare their school bag the night before talk to them about the link between anxiety and being disorganised.
- Remind them that re-reading notes and highlighting notes are not effective ways to study. This is why we do not set them as homework tasks.
- Take an interest in what they are learning. Ask them to show you their exercise books and ask them questions.

Homework tasks

1. **Reading:** Reading underpins everything that our students do in school. We believe that our students are entitled to become competent, resilient and fluent readers by: equipping them with a range of skills and strategies; promoting reading of challenging texts; and developing an appreciation of a wealth of literature to build upon their cultural capital. Evidence suggests that children who read every day not only perform better in tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. A recent Department for Education study showed that there "is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day". At The De Montfort School we recognise the importance of reading and expect that every student should be reading every day for a minimum of 30 minutes.
 - Please see appendix 1 for further details and expectations.

2. Maths

Hegarty Maths: This program provides full coverage of the curriculum up to and including GCSE. New material is introduced in the videos through well-explained reference to its pre-requisite building blocks. All skills are demonstrated through carefully scaffolded examples. Students can revisit any concept to get further practice over time to improve working memory and confidence. The methods used by the site are based on the cognitive science behind successful teaching and learning. Students should watch the videos, make notes and complete the quiz on a particular topic which tests their understanding of the content. Their work is marked after every question and a final mark given at the end. Students may retake the quiz as many times as they like to improve their scores and revisit any model answers in the video throughout the quiz if further support is required. It is a fantastic learning tool.

3. **Retrieval:** retrieval practice, also known as the testing effect or quizzing, is the process of getting students to retrieve the information that they have learnt. Despite being called testing, retrieval practice is not a test and the focus should always be on a student thinking hard and trying to retrieve the information as this is what strengthens the memory. At The De Montfort School, we use quizzing and The Retrieval Roulette to support students in retrieving key knowledge.

Quizzing tasks: Quizzing is proven by research to have a significant impact on long term memory retention. Quizzing homework is designed to enable the students to develop the skills needed to be effective learners. It is a simple yet effective memory strategy that instructs students how to chunk, memorise and recall key elements of learning. It is essential that students master this skill as the new GCSE specifications requires an even stronger command of subject knowledge. Quizzing enables students to master information at home by ensuring that it is memorised over a longer period of time. It will hugely reduce the pressure of exams as the learning is spread over a number of years and it is a method commonly used by university students. There are lots of different ways to learn. Students could:

- i. Make flash cards. For flash cards to work they need to be simple and straightforward. For example, on one side the English word and the other the German word or on one side, the question 'Who became king after the death of Henry VII?' and on the other side the answer 'His son King Edward VI'. Students can use the flash cards to help them self-quiz or ask someone else to quiz them. Please see appendix 3 for examples.
- ii. Draw a mind map. Write down everything they can remember then use their books to fill in any gaps.
- iii. Look, cover, check quizzing following the steps below:
 - **Chunk it:** look at what they have been asked to learn. Organise the content into smaller sections if possible. Doing this will prevent the amount from becoming overwhelming.
 - **Memorise the section:** repeat it aloud or write it out the information (use scrap paper) from memory increasing the amount each time over and over again until they cannot get it wrong. They could also get someone in the family to quiz them.
 - **Cover it up:** cover up the section they are learning. This really gets their brain to work hard which makes it more likely to stick in the long term.
 - **Write it out:** write out what they can remember. They should not look back at their work even if they are struggling, instead they need to engage and challenge their brain!
 - **Check it:** once they have written what they can remember, they should refer back to their work and check and correct their work in a different colour pen.
 - **Repeat:** repeat the steps and this time focus on the words/sections that they got wrong.

➤ Please see appendix 2 for examples.

4. **Online:** Interactive online packages support students' learning by testing what they have learnt in class and then providing instant feedback. The online packages through the use of self-marking quizzes and teacher feedback, give students a clear picture of their progress and helps them take steps to improve their results. Students can access a wealth of reliable, curriculum-mapped materials to support their learning and help fill the gaps in their knowledge.
5. **Application and deliberate practice tasks**-e.g. exam questions, worksheets, planning for extended writing pieces etc.

Frequency

We firmly believe that getting into good study habits and building routines is the key to success - we provide students with a homework timetable to support this. In Year 7 and Year 8, a streamlined timetable is in place. We expect students to complete homework on school nights only – Sunday to Thursday – which means that no homework is to be completed on the weekend to ensure students have opportunities to rest and spend time with their family and friends.. Building routines early on will ensure that foundations are secure, enabling all students to cope as homework demands increase in later years. When students progress to Year 9, 10, 11, 12 and 13, homework timetables vary according to the subjects they have chosen to study.

Supporting organisation

To support students' organisation, all students will be provided with the following:

- a) A homework timetable which gives an overview of which subject(s) homework is set for each day; and
- b) A planner in which to record their homework tasks.

Homework tasks and time allocation

We firmly believe that getting into good study habits and building routines is the key to success. In Years 6, 7 and 8, students complete homework according to a streamlined timetable. We expect Years 6, 7 and 8 students to complete homework on school nights only – Sunday to Thursday – which means that no homework is to be completed on the weekend. Building routines early on will ensure that foundations are secure, enabling all students to cope as homework demands increase in later years.

Year 6

To support Year 6 students as they transition from Year 5 to 6, homework will be implemented in two phases. In the September, students will complete daily reading (5 x 30 minutes). In the October, we will introduce maths, English/SPAG (spelling, punctuation and grammar) and spelling tasks. Students will be provided with CGP study books for both English and Maths.

Students in Year 6 are expected to complete the following every week:

1. Daily reading: reading logs will be used to monitor daily reading – these will be checked by tutors each week.
2. Maths: students will be set tasks on MyMaths and set pages of their CGP maths study book.
 - Students should attempt both tasks.
 - If the homework is incomplete, reminders will be sent home and students will have the weekend to resolve issues and they will receive an extra check the following Monday.
3. English: students will be set pages to complete in their CGP English study book.
4. Spellings: students will be set spellings to learn on a weekly basis.

Sunday	Daily reading	Maths (2 x tasks)	English (1xtask)	Spellings
Monday				
Tuesday				
Wednesday				
Thursday				
How long?	30 minutes	60 minutes	30 minutes	30 minutes
Total hours per week= 4 hours 30				

Year 7

To support Year 7 students as they transition from Year 6 to 7, homework will be implemented in two phases across the year. In the Autumn term, students will complete daily reading (5 x 30 minutes) and daily Hegarty Maths (4 x 30 minutes). In the Spring term, following explicit teaching, we will introduce quizzing homework.

Students in Year 7 are expected to complete the following every week:

5. Daily reading: reading logs will be used to monitor daily reading – these will be checked by tutors each week.
6. Daily maths: students will complete Hegarty Maths tasks (Monday-Wednesday) which will be checked each Friday.
 - Students should attempt all tasks.

- If the homework is incomplete, reminders will be sent home and students will have the weekend to resolve issues and they will receive an extra check the following Monday.
7. Quizzing: all subjects except maths, art, PE and music will set quizzing homework. Students in Year 7 are expected to complete daily quizzing in 15 minute chunks.
 8. Music: one music listening task will be set by the class teacher.

Sunday	Daily reading	Daily Hegarty Maths	Quizzing Subject 1	Quizzing Subject 2
Monday				
Tuesday				
Wednesday				
Thursday				
How long?	30 minutes	30 minutes	15 minutes	15 minutes
Total hours per week=7 hours				

Year 8

To support Year 8 students as they transition from Year 7 to 8, homework will be implemented in two phases across the year. In the Autumn term, students will complete daily reading (5 x 30 minutes) and daily Hegarty Maths (5 x 30 minutes). In the Spring term, following explicit teaching, we will introduce quizzing homework.

Students in Year 8 are expected to complete the following every week:

1. Daily reading: reading logs will be used to monitor daily reading – these will be checked by tutors each week.
2. Daily maths: students will complete Hegarty Maths tasks on a daily basis.
3. Quizzing: all subjects except maths, art, PE and music will set quizzing homework. Students in Year 8 are expected to complete daily quizzing in 15 minute chunks.
4. Music: one music listening task will be set by the class teacher.

Sunday	Daily reading	Daily Hegarty Maths	Quizzing Subject 1	Quizzing Subject 2
Monday				
Tuesday				
Wednesday				
Thursday				
How long?	30 minutes	30 minutes	15 minutes	15 minutes
Total hours per week=7 hours, 30 minutes				

Homework tasks and time allocation – Year 9, 10, 11, 12 and 13

In years 9-13, students will be given a homework timetable which is determined by the subjects that they study. Study time will increase as students move through the school.

Year 9

Students in Year 9 are expected to complete the following every week:

1. Daily reading: reading logs will be used to monitor daily reading – these will be checked by tutors each week.
2. Daily maths: students will complete Hegarty Maths tasks on a daily basis.
3. Quizzing: students will complete quizzing tasks for each subject as per the homework timetable.
4. Application and deliberate practice tasks (to be completed online or in books)

Subject	Number of tasks per week	Total time in minutes per week
Hegarty maths (online)	5	5 x 30
Reading	5	5 x 30
English	1	30
Science	3	30
Option subjects	4 (one homework task per option)	4 x 30
Total hours per week= 9 hours		

Tasks will be set and checked by their subject teacher on a weekly basis.

Year 10

Students in Year 10 are expected to complete the following every week:

1. Daily maths: students will complete Hegarty Maths tasks on a daily basis.

In addition, students will be set a variety of tasks that will support them to learn the required knowledge and practise the necessary skills required to complete their GCSE courses. Homework tasks will consist of the following:

- Pre-reading
- Quizzing tasks
- Application and deliberate practice tasks (to be completed online or in books)

Subject	Number of tasks per week	Total time in minutes per week
Hegarty maths (online)	5	5 x 30
English	1	45
Biology	1	45
Chemistry	1	45
Physics	1	45
Option subjects	4 (one homework task per option)	4 x 45
Total hours per week= 9 hours 30 minutes		

Year 11

Students in Year 11 will be set a variety of tasks that will support them to learn the required knowledge and practise the necessary skills required to complete their GCSE courses. Homework tasks will consist of the following:

- Quizzing tasks using revision guides and exercise books
- Pre-reading in subjects
- Application and deliberate practice tasks (to be completed online or in books)

Subject	Number of tasks per week	Total time in minutes per week
English	1	90
Maths	1	90
Biology	1	60
Chemistry	1	60
Physics	1	60
Option subjects	3 (one homework task per option)	4 x 60
Total hours per week=10 hours		

Years 12 and 13

Students in Year 12 and Year 13 will be set a variety of tasks that will support them to learn the required knowledge and practise the necessary skills required to complete their A Level courses. Tasks set by teachers of each subject will be a mix of reactive tasks and proactive tasks.

1. Reactive tasks will be set by the class teacher each week. Tasks are “reactive” to the stage in the learning that students are at. They are designed to either check and further understanding of course content, extend and reinforce the learning in the classroom or consolidate and revise the course content. Eg. completion of exam questions or pre-reading for the following week etc. These tasks are to be completed as a priority.
2. Proactive tasks will be set by the class teacher. Students will be issued with a list of proactive tasks that they must complete each term for each subject. These tasks are designed to explore the wider context of the subject, exploring the social and cultural background and linking their studies to real-life. Eg. reading identified newspaper articles, books, visits etc.

Year 12

To support Year 12 students as they transition from Year 11, independent study will be implemented in two phases across the year. In the Autumn term, students will complete 24 hours of independent study per week. In the Spring term, this will increase to 30 hours of independent study per week.

Year 12 Autumn

Students in Year 12 are expected to complete the following every week:

- 1. 5 hours of reactive tasks per subject**
- 2. 3 hours of proactive tasks per subject**

If the homework is incomplete, students will be issued with a C2 detention which will be sat whilst supervised in the sixth form area after school the following day. They will be required to use the time to complete the missing work.

Number of hours of independent study set a week per subject	Hours completed weekly	Total number of hours of independent study per week (if studying 3 subjects as recommended)
8 (5 hours reactive tasks + 3 hours proactive tasks)	<ul style="list-style-type: none"> ▪ In school time: 15 hours of taught study in lessons ▪ In school time: 10 hours of independent study (private study periods) ▪ Out of school time: 14 hours of independent study e.g. 2 hours 20 minutes per day for 6 days 	24

Year 12 – Spring and Summer

Students in Year 12 are expected to complete the following every week:

- 1. 6 hours of reactive tasks per subject**

2. 4 hours of proactive tasks per subject

If the homework is incomplete, students will be issued with a C2 detention which will be sat supervised in the sixth form area after school the following day. They will be required to use the time to complete the missing work.

Number of hours of independent study set a week per subject	Hours completed weekly	Total number of hours of independent study per week (if studying 3 subjects as recommended)
10 (6 hours reactive tasks + 4 hours proactive tasks)	<ul style="list-style-type: none">In school time: 15 hours of taught study in lessonsIn school time: 10 hours of independent study (private study periods)Out of school time: 20 hours of independent study e.g. 3 hours 20 minutes per day for 6 days	30

Year 13

Students have been completing 30 hours of independent study per week within the Spring and Summer term of Year 12 and so have already adjusted to this volume of work. Year 13 is an important examination year that requires consistent hard work from the outset and throughout.

Students in Year 13 are expected to complete the following every week:

1. 6 hours of reactive tasks per subject

2. 4 hours of proactive tasks per subject

If the homework is incomplete, students will be issued with a C2 detention which will be sat supervised in the sixth form area after school the following day. They will be required to use the time to complete the missing work.

Number of hours of independent study set a week per subject	Hours completed weekly	Total number of hours of independent study per week (if studying 3 subjects as recommended)
10 (6 hours reactive tasks + 4 hours proactive tasks)	<ul style="list-style-type: none">In school time: 15 hours of taught study in lessonsIn school time: 10 hours of independent study (private study periods)Out of school time: 20 hours of independent study e.g. 3 hours 20 minutes per day for 6 days	30

Timetables

- Students in Years 7, 8, 9, 10 and 11 will receive a personalised homework timetable at the beginning of the term in September. Teachers will then set homework according to the timetable. The timetables are designed to ensure that students' workload is not excessive on any one night.
- Students in Years 7, 8, 9, 10 and 11 will also receive a half-termly schedule which gives an overview of homework set in each subject.
- Students in Years 12 and 13 are not given a homework timetable but teaching staff are expected to set work on a regular basis for their teaching groups.

Homework during the holidays

- Years 7, 8 and 9 students are not set subject homework during the holidays, but will be expected to read their tutor reading book according to the schedule in place – 5 x 30 minutes.
- Years 10 students will be set revision activities and will be expected to read their tutor reading book according to the schedule in place – 5 x 30 minutes.
- Year 11 students will be set revision activities during the holidays.
- Years 12 and 13 students will continue to be set homework during the holidays as all A-Level courses demand extensive study beyond the classroom.

Homework during exam periods

- Years 11, 12 and 13 students will only be set revision homework during the mock examination periods and the two weeks leading up to them.
- Year 7, 8, 9 and 10 will be set revision homework the week before and during the week of their end of year exams. Reading according to the schedule in place will continue during these periods.

Homework expectations

- Quizzing homework tasks:** Quizzing is not simply copying from the 100% sheets s. Students must follow the quizzing guidance outlined above. This information can also be found in student planners, their 100% sheets

folders and on the school website. The students must; chunk the information, memorise each section, cover the section, write it out, check it and repeat at least twice.

- **Quantity:** We expect all students to be spending the appropriate amount of time on their homework. However, we appreciate that some students may struggle to complete the tasks in the allocated time. If your son/daughter has spent the allocated time on their homework and not been able to complete all the tasks, please put a signed note into their planner for them to show their teacher.
- **Quality:** We have a sharp focus on effort levels both in school and for homework, as there is a strong correlation between the amount of quality homework completed and student progress. All work produced must be a true representation of what your son/daughter can do when they put in their best effort. When providing feedback, teachers will make a judgement on the quality of homework based upon the students' previous work.
- When genuine reasons for not completing homework are communicated to us, sanctions will not be given. If your son/daughter does not understand the homework task, they should speak to their teacher well before the deadline date to clarify what to do or get some extra support. Please be aware that if your son/daughter is absent when the homework is set, it is their responsibility to catch up with any work missed in the lesson and find out what homework was set. However, they will not receive a sanction.

Reading in Years 6, 7, 8 and 9

“The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it. And the more you read, the more you know; and the more you know, the smarter you grow.”

Jim Trelease

Aims

- To increase the amount of time that students spend reading each week.
- To ensure that students read a greater range and number of texts.
- To improve students' comprehension and inference skills.
- To support students in reading challenging texts that link to the curriculum.
- To improve the reading ages of all students.

Expectations

- Students in Years 7, 8 and 9 will read a range of texts throughout the year according to a centralised schedule. The book list comprises of fiction and non-fiction books which have been carefully selected by each curriculum area to provide a breadth of knowledge and to build upon work completed in lessons.
- The students will read for at least 30 minutes each night (5 nights per week). On a daily basis they will be expected to complete a reading log and identify which pages they have read. Tutors will check the reading logs and sanction non-completion.
- During an English lesson once a fortnight, the students in Years 7, 8 and 9 will complete vocabulary, comprehension and spelling tasks to complement the reading of the books from the list provided.
- In addition, students are encouraged to read books of their choice and read ahead of the schedule. Regular competitions will be held to promote additional reading.

Schedules and literacy support

- Schedules for each year group can be found on the literacy page of the school's website:
<https://kingcharlesschool.co.uk/index.php/literacy>
- It is imperative that students read according to the schedule to remain in line with their tutor group.
- Students will be given a booklet alongside each text which will include chapter overviews, key vocabulary and contextual details.

Quizzing

These are examples of what quizzing should look like:

essen - to eat ✓
 trinken - to drink ✓
 schreiben - to write ✓
 lesen - to read ✓
 spielen - to play ✓
 tanzen - to dance ✓
 hören - to listen ✓
 tragen - to wear ✓
 überleben - to survive ✓
 reisen - to travel ✓
 gehen - to go ✓
 bleiben - to stay ✓
 besuchen - to visit ✓

To eat ✓ essen ✓
 To drink ✓ trinken ✓
 To read ✓ lesen ✓
 To write ✓ schreiben ✓
 To play ✓ spielen ✓
 To dance ✓ tanzen ✓
 To listen ✓ hören ✓
 To wear ✓ tragen ✓

fair is foul and foul is fair ✓
 All hail Macbeth - ~~then~~ ^{then} shall hail to thee throne of Cawdor ✓
 Hail Macbeth: shall be king hereafter ✓
 The King comes here tonight ✓
 He shall not see narrow! ✓
 Take no longer part in this business ✓
 Look like the flower but be the serpent under't ✓
 Wake Duncan with thy knocking ✓
 This is a sorry ✓
 Will all great Neptune's ocean clean this blood of this hand? ✓
 Is this a dagger I see before me? ✓
 Had he not looked like my father, I would have done it. ✗

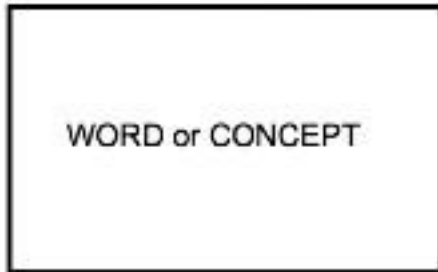
Global Warming = Increase in ^{temp.} certain gases, increases in ^{temp.} the atmosphere ✓
 Renewable energy - using ^{called solar energy} energy from the sun, energy that won't run out, four types of Renewable energy: solar energy, wind power, nuclear ^{hydroelectric energy} ✓
 Global Warming - Increase in the world's temperature, ^{temp.} increase in world's gas such as carbon dioxide ^{in the atmosphere} ✓
 Renewable energy - energy that won't run out, solar energy - power by the sun, wind power, nuclear, four types of Renewable energy ^{which can be very polluting} ✓
 Global Warming - The recent increase in the world's temperatures ^{temp.} which is believed to be caused by ^{temp.} recent changes in certain gases (such as carbon dioxide) ^{in the atmosphere} ✓
 Renewable energy - Energy ^{energy - make it clear to read} which won't run out, solar power from the sun, hydroelectric energy, wind power, nuclear ✓
 Global Warming - The recent ^{recent} increase in the world's temperature ^{temp.} which is believed to be caused by ^{temp.} changes in the world's gases (such as carbon dioxide) ^{in the atmosphere} ✓

28 countries in EU ✓
 e.g. France, Spain, Germany, Portugal, Luxembourg and Italy ✓
 Joined in 1973 ✓
 left 23rd June 2016 ✓
 What ✓
 The European Union has a blue background with 12 stars, it represents the beliefs and values ✓
 *In a circle ✓
 Environmental interoperations: encouraging trade by removing tariffs, using Euro and € as a common currency ✓
 Environmental protection: trying to reduce energy use and greenhouse gases. And encouraging renewable energy and better public transportation. ✓
 28 countries in E.U. ✓
 Such as France, Spain, Germany, Portugal, Luxembourg and Italy. ✓
 They joined in 1973 ✓
 Britain voted to leave in 2016, 23rd June. ✓

Flashcards

These are examples of what your flash cards should look like:

Front of Flashcard



Back of Flashcard

