



Homework Policy 2024 - 2025

Catshill Middle School



This policy is reviewed and updated by DM/JS/JT. It is approved annually by the Local Governing Body.

Reviewed: June 2024

Ratified:

Next Review: June 2025

In collaboration with



Catshill Middle School Homework Guidance

Rationale

This research led policy is intended to ensure consistency across the school and to inform staff, pupils and parents about our expectations concerning homework. CMS offers a rich and varied curriculum, designed to both broaden pupils' experiences and enhance their academic achievement and homework is part of this offering. Whilst the teacher's main role is to facilitate engaging and stimulating lessons which are key to pupil progress, time should be built into lessons to provide group feedback on homework and inform pupils of their next steps. Homework should be set to maximise impact on learning and achievement (Jones 2021) It can provide a progress boost (particularly in KS3) but evidence strength for this is low (Education Endowment Foundation) Our approach to homework is designed to enhance children's learning experiences, rather than encroach on family time.

This policy statement has been produced to provide a coherent framework from which subjects and teachers can develop a consistent and effective approach to homework taking into consideration students of all ages and levels of ability. Feedback from parent/carer surveys has been considered when writing the policy. Homework activities vary significantly, particularly between younger and older pupils. Homework club provision (in school) should be provided at CMS (where pupils have the opportunity to complete tasks) because some pupils may not have a quiet space for home learning. Broader evidence suggests that homework should not be connected to penalties or poor performance.

Key arguments for homework in middle schools

- Practice of existing skills and knowledge retrieval for a current topic or past topic
- Develop organisational skills and work to agreed deadlines
- Provide an opportunity to discuss learning with parents/carers
- Extend, consolidate and reinforce the skills, knowledge and understanding developed in the classroom
- Prepare pupils for high school.

Agreed Procedure at Catshill Middle School

The best (research informed) homework activities are listed below. The quality of the task set appears to be more important than the quantity of work required from the pupil. (Jones 2021)

1. Exam style questions (low stakes) relating to what they have already been taught are one of the best (research evidence for this is strong) activities for knowledge retention.
2. Multiple choice quizzes/Quick quizzes
3. Key word definitions activities that rely on recall
4. Vocabulary tests/Spelling tests
5. Labelling a diagram from memory

6. Recalling key facts from memory
7. Reading on a daily basis (with parents or carers for insecure readers)
8. Learning and practising spellings and mathematical skills and tables
9. Accessing and completing work set on an online platform (epraise, Google Classroom etc)
10. Use of CMS Knowledge Organisers to revisit or consolidate a topic.

Weekly structure of Homework

Responsibilities

Teachers:

1. need to set appropriate and clearly defined homework (according to the needs of the child) on epraise according to the Homework Schedule
2. should provide adequate time for task to be completed
3. are required to monitor homework from pupils and reward pupils for completion of tasks
4. will provide immediate verbal feedback to pupils in class. This will be the main way of using the task data effectively.
5. will reward pupils for handing in homework on time and to a good standard. This may be a word of praise or epraise point at teacher's discretion.
6. May be able to provide an opportunity to complete the outstanding work before the next lesson.

Pupils:

- are expected to meet the homework expectations and deadlines where possible
- are expected to take pride in and ownership of their work
- are expected to refer to Knowledge Organisers for support whenever necessary

Parents:

- need to ensure their children complete the task and where possible, in a suitable environment with minimal disturbance,
- can support by providing the necessary equipment to complete the task,
- can help by encouraging their children to establish a routine as soon as possible,
- can discuss the task with the children and offer support where required

The responsibility for handing in homework lies with the pupil and family.

Where a pupil is persistently not completing homework tasks, the subject teacher may message parents via epraise or refer the pupil to homework club.

Key Stage 2 (Years 5 and 6)		
Subject	How often	Minimum
English - Reading	Weekly (At least 3 times a week to an adult)	(3 x 15 minutes)
English - Spelling	Weekly (Directed by the teacher)	10 - 15 Minutes
English - Additional Task	Weekly (Epraise)	20-30 Minutes
Maths – Times Tables	Weekly	10-20 Minutes

Maths - Additional Task Weekly (Epraise) 20-30 Minutes

Key Stage 3 (Years 7 and 8)		
Subject	How often	Minimum
English - Reading	Weekly (At least 3 times a week to <u>an adult</u>)	(3 x 20
English - Spelling	Weekly (If applicable)	minutes)
		10-15
		Minutes
English - Additional Task	Weekly	30 Minutes
Maths – Times Tables	Weekly (If applicable)	10-20 Minutes

Maths Weekly 30 – 40 Minutes Other

Half Termly 30 - 40 Minutes

subjects

NB – Some additional tasks may be required periodically to support lessons, such as research tasks, revision for assessment or sourcing resources for practical tasks.

KS2 and KS3 (10 pieces per term - 5 in each half term)

Foundation subjects	Week (tbc)	Minimum
Art	1	30 minutes
Design and Technology	2	30 minutes
Music	3	30 minutes
Computing	4	30 minutes
Geography	5	30 minutes
History	6	30 minutes
RE	7	30 minutes
Spanish	8	30 minutes
Science	9	30 minutes
PE	10	30 minutes