

THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



Homework Policy

2025 - 2027



#nothingshortofremarkable

Policy reviewed:	Jan 2025
Reviewed by:	Head of School
Next review due:	Jan 2027



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 in the form of a specific target connected with a particular element of learning.

Evidence also suggests that relating homework to learning in normal school time is important, with homework as 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 with effects diminishing as the time that students spend on homework increases.

RATIONALE:

- Research evidence shows that students make better progress by completing homework.
- Students develop the correct habits for study, including the ability to work independently.
- Teachers can set a wider range of tasks through setting homework and, therefore, have a greater range of evidence of the students' progress and achievement.
- Teachers can devote more lesson time to collaborative study, practical work and discussion, if independent work can be completed outside the classroom.
- Students can 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.
- Students can consolidate prior learning.
- Students can complete tasks that are not necessary for teacher support within lessons.

ONLINE PLATFORMS:

The following online platforms are used for setting homework:

Active Learn, Kerboodle, GCSEPod, SENECA, Textivate, Blooket, Educake, Classcharts, www.mymaths.co.uk, www.drfrstmaths.com, www.pinpointlearning.co.uk



TYPES OF HOMEWORK SET:

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 and summarising or planning tasks for future 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.
- Online homework tasks.
- Revision through a specific task.
- 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.

EXPECTATIONS:

The school has found that homework timetables are rarely effective and only seek to promote ineffective practice. For example, a timetable can result in teachers setting homework for reasons of process rather than learning and this can lead to homework which is tokenistic and unconnected with the 'learning journey'. We strongly encourage teachers to work with students to equalise their workload and set homework in line with the following expectations.



Per Fortnight:

KS3: 2 Hours in English, Maths and Science. 40 minutes in all other subjects.

KS4: 3 hours in English, Maths, Science. 2 hours in Options subjects.

Quality Assurance

How will we know that appropriate levels of meaningful homework are being set and completed?

1. Heads of Department track the quantity and frequency of homework set via Classcharts.
2. Heads of Department review books and homework as a key part of learning walks, lesson observations, work scrutiny, planning scrutiny and student voice scrutiny
3. Parent and student views are solicited, evaluated and acted upon where appropriate.

Encouraging Student Completion of Homework

Students are expected to complete all homework set and are encouraged to do so by:

- Valuing the importance of homework to supplement their learning across the curriculum. This is communicated regularly to students through tutor time, assemblies, and The Ripley Way briefings.
- Staff setting high-quality homework that has a clear rationale and is clearly linked to their past and future learning. Staff are expected to communicate the rationale for homework to students and how it fits into their learning.
- A “No Homework” behaviour point on Classcharts which staff can use for non-completion of homework. For every five behaviour points accrued, students receive an automatically generated message home informing parents of persistent non-completion of homework.

To supplement this whole-school approach, individual department areas have autonomy to apply their own system of sanctions for non-completion. This may be on an individual basis or in conjunction with other department areas.