



Homework Policy



1 Sponsor

Assistant Vice Principal – Teaching, Learning and Curriculum

2 Reviewed

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3 Revised

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HOMEWORK AT CHARLTON SCHOOL

At Charlton School we view homework as a tool to support and enhance student learning. Homework should support a student's learning and prepare them to work independently. This encourages students to be organised and resilient, skills which are a vital part of the curriculum. Homework also allows parents to have an active role in their child's education.

As a research led school, we continue to learn from research relating to homework and the impact it can have on learning. Research by the Education Endowment Foundation has shown that the setting of homework for Secondary School students is a benefit to their learning. There is some evidence that homework is most effective when used to retrieve information that is closely linked to their area of study in the classroom. Benefits are likely to be more modest if homework is routinely set.

At Charlton School we believe homework should serve at least one of the following purposes:

- to consolidate learning from a specific lesson or topic with the use of retrieval tasks
- to prepare students for new learning
- to independently reflect on their learning from a lesson or topic using revision strategies

Homework will be set using the online Satchel One platform. The site can be accessed by students and parents/carers through our Study Zone. Satchel One can also be downloaded as an app. Students log in using their Microsoft 365 log in details which are the same details that they use for school log ins. Parents and carers will also be sent unique logging in codes to be able to access Satchel One.



<https://charltonschool.satchelone.com/school/home>

Homework will be assigned on Satchel One and submitted by students and teachers to indicate completion. Homework will be monitored by the Senior Leadership Team and Curriculum Leaders to ensure consistency across departments and appropriate quantity and pitch for individual learners.

The Expectation

Homework will be set based on the timetable below.

Key Stage 3 – Years 7,8 and 9

Homework will be set from core subjects on the following days. Option subjects may set homework when appropriate. The recommended amount of time to spend on each piece of homework is 15 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
Humanities	Maths	Languages	English	Science

Key Stage 4 – Years 10 and 11

Homework will be set by all subjects based on the following timetable. The recommended amount of time to spend on each piece of homework will be guided by the teacher.

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Option A		Option C/D

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Option B	Science			Option C/D

This will be monitored by Curriculum Leaders and will vary according to the requirements of different subjects. Please be aware that this may vary in some subjects at different times during the year. Homework could be an extended project-based piece of work produced over several weeks or a specific homework to be completed over a specified number of days. Rewards and sanctions for homework will be decided upon by individual subject areas.

What type of homework will be set?

Homework should be focused on retrieval of learning. Classwork should support homework and students should be clear about expectation. Students may be set the following retrieval based tasks;

1. Vocabulary based tasks
2. Reading based activities
3. Retrieval quizzes
4. Revision based tasks

Subject areas also use online platforms for students to access and complete tasks on to aid the learning that is taking place in the classroom. Examples of online learning platforms include MyMaths and GCSEpod. These platforms could be used to set tasks for homework.

Teachers will use homework as an adaptative teaching tool. They will use this to feedback and reteach core learning to students, where appropriate. The date of return of work should be staggered to allow for balance.

Revision as Homework

To prepare students for assessments, staff may ask students to revise as their homework. Revision as homework is designed to support students move core knowledge taught in lessons to their long-term memory. Revision based activities may include.

1. Creating flash cards
2. Creating mind maps
3. Completing example exam questions
4. Creating and using knowledge organisers
5. Use of online platforms for quizzing

Support for these strategies can be found on our website with helpful video clips created by teachers and students; <https://www.charlton.uk.com/parent-student-information/homework-feedback>

Reading at home

We recommend that students read for pleasure regularly. Regularly reading for pleasure not only leads to lifelong enjoyment of books, but also improves literacy skills. GL Assessments found that good readers achieve better GCSE results across the curriculum. Regular reading increases exposure to unfamiliar vocabulary and helps students recognise spelling and grammar patterns, which they can transfer to their own writing. In addition, reading a diverse range of literature has the potential to encourage empathetic and ethical attitudes.

To help support with reading at home, students have regular access to books in the school library and can borrow or order in most titles from public libraries locally.

The Education Endowment Foundation offer the following 7 tips to support reading at home;

- 1 Concentrate on reading quality (it isn't all about reading lots!)**


Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**


All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**


If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**


When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**


Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**


Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**


Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Rewards and consequences for homework

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework may be included in display work or on social media with the students consent. House points and Pride Postcards may be awarded for good homework.

It is an expectation that when homework is set all students WILL attempt to complete the task. When homework is not completed, teachers should initially ensure the student has been supported and ensure the tasks set can be completed by the student within a 24 hour grace period. During this period, adults at home may be contacted to offer any support to the student.

If the student still fails to complete the task, a 'Homework Concern' will be logged by the teacher. Heads of Year, Curriculum Leaders and Senior Leaders will monitor these concerns and follow up with adults at home for students who are persistently failing to complete homework.

Support in school

As staff, we will always do our best to support students with their homework. We have the following after school support clubs available.

- Year 10 and Year 11 Study Session in ICT2 – Every Thursday 3:15-4:15
This is a space for Y10 and Y11 students to complete any homework, get support with revision or complete coursework related tasks. The session is attended by a member of staff and is organised by Mrs Ventress and Miss Galbraith
- Library Use – After school Monday-Thursday until 4pm
Students can use the library to access the computers and complete homework. Our librarian is available to ask for support during this time.

Who is responsible for homework?

Students

Students should ensure that they listen carefully to instructions given in class about homework. They should also log onto Doodle regularly to check for homework updates and deadlines. Students should always ask for help if they are unsure, ideally, this help should be sought before the homework due date.

Teaching Staff

Subject teachers apply the Homework policy and encourage students to complete the work by using all reasonable measures, e.g. Reminders to students, keeping students back, detentions, contact with parents, students on report. Teachers track homework and raise concerns with parents and Curriculum Leaders.

Curriculum Leaders ensure the Homework policy is understood and arrange for monitoring arrangements to be applied and follow up as necessary to ensure the policy is adhered to.

SLT

To review the Departmental implementation of policy through departmental review and work samples. To work with Curriculum Leaders to promote the embedding of policy.

Adults at home

We believe the role of parents and carers in supporting their child's learning outside of school is important to a child's success. Parental support is greatly appreciated at Charlton School. Parents and carers can help their child in the following ways:

- Establishing a routine in which homework is part of homelife
- Discussing homework with the young person regularly
- Reminding students to check their Doodle account regularly and encouraging them to ask if they are unsure
- Providing an appropriate place where homework can be completed