



Forge Valley Homework Policy

Policy development:

This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and pupils and is accessible through the Forge Valley website

Governor Committee: Standards

Ratified by governors: April 2021 / April 2022

Due for review: April 2024 (policy reviewed and no changes made in April 2023)

Member of Staff responsible: Mr Watson

We have a homework policy which is linked to the academic needs of our pupils and allows for all pupils to consolidate knowledge, build back and master concepts. Effective homework is an important strategy to help support the academic progress of pupils and to consolidate and develop their learning in the classroom.

The purposes behind this homework policy are:

- to support effective dialogue between teachers and pupils;
- to help develop pupils' mastery of key concepts within their learning

- to reduce workload on both pupils and staff

Homework enables pupils to:

- Consolidate and extend work covered in class, to master concepts and make links with prior learning.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

Homework Support

The Learning Resource Centre (LRC) is open each day from 2:50pm until 3:50pm. Pupils can attend the LRC for help with their homework, or to use ICT resources in support of their work. Pupils unable to access online resources at home shall be provided with paper copies by their class teacher on request.

Mastery

Homework for all pupils in school shall focus on the mastery of key skills and strengthening the learning of key concepts, making clear links with prior learning. Mastery is an inclusive way of teaching that is grounded in the belief that all pupils can achieve. A concept is deemed mastered when learners can

represent it in multiple ways, can communicate solutions using appropriate language and can independently apply the concept to new problems. Homework shall be an opportunity for pupils and their families to re-examine topics taught in lessons and use a series of resources to help the mastery of that concept. This should encourage every pupil to preserve and grasp knowledge they didn't previously understand.

Key Stage Three

Homework at Key Stage Three provides all pupils with an opportunity to develop mastery of topics studied in their lessons. Pupils and families shall be able to view, download and use a series of resources via the school website which shall enable them to solidify, develop, and engage further with what they are studying or concepts that need re-affirming following missed direct learning time following extended school closure. Learning sequences and topics covered in lessons at different points in the year can also be accessed by families to support their child with mastering what is being studied in lessons. This will provide a further means for pupils to link their current learning to what has been taught before.

Pupils should spend around 30 minutes per week on each subject mastering the content taught in lessons. Tasks will mostly be revision and learning based and understanding will be assessed as part of usual marking and feedback alongside some in-lesson mastery testing. At Key Stage 3 we will continue trialling innovative ways of using Homework to support progress. This includes weekly reading Homework in English, the use of MathsWatch software in Maths and regular vocabulary practice in Languages - all of which support subject mastery.

Key Stage Four

Pupils in Years 10 and 11 will continue to focus on the principles of mastery learning to ensure that key topics in their examination subjects are learnt and embedded so they are able to apply it in a variety of different contexts. In addition, each week, pupils may be set one written homework per subject and this task should have a maximum duration of one hour. The format of homework is at the discretion of the Director of Learning for that subject, as well as the class teacher.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.