



Ysgol Gyfun

PENYRHEOL
Comprehensive School

Homework Policy

Governor Subcommittee Responsible: Curriculum, Teaching & Learning

BELONG
PARCHU

THRIVE
DYHEU

ASPIRE
FFYNNU

RESPECT
PERTHYN

Homework Policy

According to the Education Endowment Foundation '***Homework has a positive impact - on average (+5 months), particularly with pupils in secondary schools***'

At Penyrheol, homework is regarded as a vital component of the educational experience, as it provides parents with valuable insight into their children's learning at school, fostering a connection between home and education. It instils a sense of responsibility in pupils, encouraging them to actively engage in their own educational journey. Homework also teaches our pupils the important lesson that they may need to complete tasks even when they are not particularly motivated, cultivating resilience and, additionally, it promotes independent work habits, empowering pupils to manage their time and efforts effectively.

Homework refers to tasks given to pupils by teachers to be completed outside of usual lessons. It contains an element of independent study and is important not only in developing effective study techniques but also in raising pupil attainment. At Penyrheol, we focus on the quality rather than the quantity of homework and adhere to the belief that it is meaningful work, directly connected to work inside the classroom and plays an integral part in learning, that has the most positive impact on pupil achievement and progress.

Teachers understand the importance of meaningful homework and set tasks purposefully and directly linked to classroom work. Pupils are made aware of the purpose of each homework task and how the completion of the homework will support their learning and development.

Monitoring and feedback

Teachers monitor the completion of homework and put strategies in place to support pupils who are not regularly completing the work set. This may mean using our 'Promoting Positive Behaviour' policy, providing after school support, or contacting parents/carers to discuss the causes of incompleteness of work.

Pupils who regularly complete homework are rewarded with

Pupils are told how homework will be assessed and the type of feedback they can expect to receive, emphasizing its role in learning progression. The quality of homework responses is assessed and monitored. High-quality feedback is provided promptly to ensure maximum impact on learning.



Teachers in our school:

- decide on the purpose of the homework and design meaningful tasks to correspond with this.
- consider the quality of homework over the quantity.
- use well-designed tasks that are linked to classroom learning.
- clearly explain the aims and benefits of the homework task set to pupils.
- detail expectations regarding the quality of work, including criteria for completion and standards for presentation
- Identify, understand and address any barriers to completion of homework that may exist
- when appropriate, outline how parents/carers can support their children with homework and the importance of maintaining communication between home and school
- explicitly teach independent learning strategies.
- provide high-quality feedback to improve pupil learning.
- monitor the impact of homework on pupil engagement, progress and attainment.
- refine our teaching in response to findings from homework tasks.
- ensure equity in homework expectations by addressing difficulties that may be experienced by pupils with additional learning needs.

Homework is set via Classcharts and may take the form of:

- Guided research
- Disciplinary reading tasks
- Retrieval exercises/quizzes
- Work that extends a classroom task
- Planning/drafting
- Vocabulary-based tasks
- Deliberate practice of core elements of learning
- Watching programmes to consolidate learning
- Directed and focused revision tasks

Homework activities vary significantly from subject to subject and, particularly, between younger and older pupils.



Pupils with additional learning needs

All staff are mindful of pupils with additional learning needs when setting homework. ALN pupils, including those placed in the STF, will often have learning and/or behavioural needs that will have an impact on their ability to complete homework to a set deadline, whilst many others will be unable to understand that homework is necessary at all. Many ALN pupils - particularly with Autism - see home and school as very different places for work. This will often mean that homework is not seen as important or as a task they will complete. We are, therefore, understanding of these pupils and our expectations regarding completion of work at home and we make any necessary adjustments.

Years 7-9

Meaningful homework, directly linked to classroom work is set:

Subjects with 5+ teaching hours per fortnight	1 piece per fortnight
Subjects with 3/4 hours per fortnight	1 piece every 4 weeks
Subjects with 2 hours per fortnight	1 piece every 6 weeks (or half term)

Every subject area has the right to set additional homework to support learning.

Years 10 and 11

In Years 10 and 11, homework is focused on pupil development in the key knowledge and skills demanded by the 14-16 curriculum.

Subjects with 5+ teaching hours per fortnight	1 piece per fortnight
Subjects with 4+ hours per fortnight	1 piece every 4 weeks

Every subject area has the right to set additional homework to support learning.

Homework Club

At Penyrheol, we understand that, for many pupils, the opportunity to complete meaningful, extended written work at home is unavailable. In addition, there will be many pupils who do not have access to the internet at home. These difficulties may increase the gap in attainment for disadvantaged pupils. We, therefore, have a homework club, open to all pupils, 5 days a week, from 3pm to 4pm, which takes place in our Learning Resource Centre and where there are pcs, photocopying resources and teachers on hand to provide support.

