



Homework Guidance Policy

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UCC Staff Role Responsible	Assistant Headteacher (T&L)

1. The purpose of homework at UCC

The purpose of homework is to consolidate and secure prior learning or inform future learning. We consider homework an integral part of education and aim to set our students a range of tasks to consolidate and widen their learning. There are five key purposes to homework:

- to consolidate and reinforce class learning
- to explore new ideas and concepts
- to enable the long term retention of knowledge
- to make processes and technique automatic
- to encourage 'higher order' skills such as applying, analysing and evaluating

2. Homework aims

Through homework we aim to:

- equip students with the independent learning skills required for further education and later life
- give students the opportunities to work independently of the teacher, support staff and peers, to work at their own pace and to help inform on progress
- engage parental co-operation and create channels for home-school dialogue
- consolidate and extend the work covered at school
- give opportunities to reach beyond the confines of the school curriculum by challenging all students
- engender self-discipline with regard to meeting deadlines and balancing school-life pressures
- provide opportunities for students to apply their school work in a wider context

3. Homework expectations

3.1 Expectations of Students

- To complete homework to the best of their ability by the due date.
- To work independently as far as possible and ask for help from adults as necessary.
- To use Satchel:One to monitor on-line 'to-do' lists and homework tasks on a daily basis, including due dates, then tick off when complete.
- To attempt optional homework tasks or extension activities whenever appropriate or possible.
- To use the internet for research carefully, making use of intelligent searches to pinpoint the required detail from reliable and accurate sources, and not to copy and paste tracts of text.
- To try to transfer skills from different subject areas as much as possible, e.g. to apply common literacy and numeracy standards in all subject areas.
- If homework is missed to attend catch up sessions or detentions as appropriate.

3.2 Expectations of teachers

To set homework in line with departmental policy (see Appendix A) within the following guidelines:

- Homework to be set with appropriate regularity. We do not specify set amounts of homework time per subject per week as our curriculum and the supporting schemes of learning vary week by week. In practice this means that sometimes a subject may need to set more homework over a shorter time period or there may be a period where there is less specific homework set, focusing instead on revision or independent study.
- As a rough guide however, homework should be set at least fortnightly for all subjects (for certain practical subjects it may not be feasible to set homework regularly for each year group).
- Ensure students have ample time to complete homework tasks, ideally at least four days but usually a week. It should not be set to be completed overnight unless in exceptional circumstances. Research suggests that across all subjects, students should receive no more than 1.5 hours a night homework at KS3 and 2.5 hours at KS4. Giving students enough time to complete their homework will help them to plan their time effectively.
- All homework set to be made available on Satchel:One for students and parents to access, with appropriate explanation, attachments and links.
- The context, relevance and significance of homework must be explained to students.
- Homework tasks within a scheme of work should be varied to include: preparation for next lesson, consolidation of lesson, extension from lesson, worksheets, extended projects, research, extended writing, group work, revision and online tasks including quizzes, further reading etc.
- All homework must be marked or acknowledged. This may be by the teacher or self/peer marked (see 'Feedback for Learning at UCC' document).
- To reward students for high quality homework within the school rewards policy, including issuing house points.
- To display high quality homework for other students to see.
- Students who fail to meet the deadline for a homework task should be dealt with consistently (see behaviour policy) with a C1 'no homework' recorded on SIMs.
- Homework completion will be monitored by Progress Leaders and Heads of Department with appropriate sanctions, including detentions, put in place as needed.

4. VLE

- All homework that is set for students is available on the VLE (Satchel:One). This shows clearly the due date of the homework and includes details of the task and may have other resources or links attached.
- There is detailed information on the College website instructing parents how to access their child's homework on the VLE. Joining instructions are also shared with all students and parents in year 7 or upon entry to the College. Support for log-in issues for students and parents is provided by Student Services and the ICT Help Desk.

Appendix A: Department Homework Statements

Business

Homework is set in Business for the following purposes:

- to prepare for a new topic that will be introduced
- to revise topics
- to encounter a topic in a different format to enhance and develop understanding

The types of tasks used to achieve the above may include:

- watch a video and make brief notes
- read an article and answer some short questions
- complete a quiz
- use resources* provided to revisit and revise topics
- occasionally there may also be a task which involves the student carrying out a piece of research.

**These will be linked on the VLE platform. Students are also expected to set up accounts in Seneca and Quizlet and use these to revise as guided.*

Homework is set no more than once a fortnight and will vary in length of time needed to complete it. Each piece will be acknowledged through either teacher/peer marking or questioning.

Computing and Computer Science

Homework is set in Computing (Key Stage 3) and Computer Science (Key Stage 4) fortnightly. Homework is expected to take around an hour to complete. Work set may be preparation for upcoming lessons or as consolidation of learning that has taken place in the classroom.

Work may be set both on and offline and there is no expectation of any required technology above or beyond access to the internet and pen/paper.

Homework tasks may take the forms of:

- quizzes
- code challenges
- research tasks
- creating revision notes

All work completed as homework is acknowledged via feedback, either directly or as part of a lesson.

Design, Technology and Art

Homework is set in DTA for a variety of purposes, most notably to either consolidate or embed knowledge, understanding and skills that have been learnt, or to prepare students for future learning, including the introduction of new material or ideas.

Homework at KS3 will be set twice per rotation, at KS4 it will be set fortnightly. It should take no more than one hour to complete, depending upon the task. The types of tasks may include:

- quizzes
- research/investigation/analysis
- evaluation/reflection
- exam question practice
- flipped learning
- collection of materials/products/ingredients

Tasks may also include using online learning platforms, such as Seneca Learning, as well as digital resources/textbooks available for the students. All homework will be acknowledged by the teacher,

either through feedback or questioning to check the learning and address any possible misconceptions.

Drama

Homework is not set as a general rule for Drama at KS3. It is a practical subject and therefore skills cannot be demonstrated as successfully through homework as they can in the classroom. There may be homework set on very rare occasions in the form of preparation for practical tasks, such as line learning, or to check progress through quizzes.

At KS4 homework will be set fortnightly for most of the year. It should not take more than one hour to complete, depending on the task. The types of task may include the following:

- research
- revision (various)
- focus paragraphs
- vocabulary learning and usage
- line learning
- Practice papers
- coursework completion

When working towards practical assessments, homework time may be expected to be spent rehearsing with their group after school or learning lines. All homework will be acknowledged by the teacher through various forms of feedback.

English

Homework is set in English for a variety of purposes, most notably to either consolidate or embed knowledge or skills which have been learnt in the classroom and which link directly to the English curriculum. Homework will also be used to introduce new material or ideas ready for use in lessons.

Homework at KS3 and KS4 will be set fortnightly. It should take no more than one hour to complete, depending on the task. The types of tasks may include the following:

- quizzes
- spelling, punctuation and grammar activities
- research
- vocabulary learning and usage
- reading comprehension
- flipped learning as lesson preparation

Tasks may also be set using online learning platforms such as Educake. All homework will be acknowledged by the teacher, either through feedback or questioning to check the learning and address any possible misconceptions.

Humanities

Humanities homework is set to either consolidate, review and reflect on classroom knowledge and skills learning, or used to introduce new material or ideas ready for use in lessons.

Homework at KS3 and KS4 will be set fortnightly. It should take no more than one hour to complete, depending on the task. The types of tasks may include the following:

- quizzes
- worksheets
- research
- specific terminology/vocabulary learning

- revision
- flipped learning as lesson preparation

All homework will be acknowledged by the teacher, either through feedback or questioning to check the learning and address any possible misunderstanding.

Maths

Homework is set in Maths to either consolidate or embed knowledge and skills which have been learnt in the classroom and which link directly to our curriculum.

Homework at KS3 and KS4 will be set fortnightly. It should take no more than one hour to complete, depending on the tasks.

The types of tasks may include the following:

- Quizzes
- Online tasks using Dr Frost, Neeto or Mathspad
- Question sheet to provide practice of skills covered in school
- Completion of exam papers to develop the skills and strategies linking to exam technique

All homework will be acknowledged by the teacher. This could be through the online platform that has been used. Alternatively, this may be through feedback and questioning in lessons to check the learning and address any misconceptions.

MFL

Homework is set in MFL in order to help learn and retain vocabulary, as well as to put the skills learnt in lessons into practice.

Little and often is the key idea when learning a language, so homework will generally be set weekly via Satchel and should last for about 20 minutes at KS3 and 30-40 minutes at KS4 depending on the task.

The types of task will include:

- different methods of vocabulary learning (some paper, some internet based)
- written work including past paper questions at KS4
- activehub grammar, vocab and listening practice at KS4
- putting language into practice through project work
- translations into either English or the target language
- revision for upcoming assessments via guided tasks

All homework will be acknowledged either through retrieval quizzes, tests, feedback or questions to check the learning and address any areas of misunderstanding.

Music

Homework is set to enhance practical work being undertaken in lessons and to allow students to continue to develop their own musical interests, preparing and applying what they have learned in class to a range of different musical styles and genres. Students have the choice of optional homework too which allows them to take responsibility for their own learning, developing their independence and own interests.

The department sets up to one termly homework task for all students at KS3 and on a fortnightly basis at KS4. The types of tasks may include the following:

- Individual instrumental and/or vocal practice
- Composition
- Quizzes
- Learning videos

- Research
- Flipped learning as lesson preparation
- Keyword Definitions to learn as well as accurate spelling
- Art and Design/Expressive Arts' style work

All homework is available to view online via the VLE and students will receive notification of homework set in their classroom lessons. All homework will be acknowledged by the teacher, either through feedback or questioning to check the learning and address any misconceptions.

PE

In examination PE, GCSE and Cambridge National Sports Studies, homework is set on a fortnightly basis and should take no longer than one hour to complete. The purpose of homework in examination PE is to further embed knowledge and skills that have been delivered in the classroom. Additionally, homework can be set to investigate and research new topics, develop exam technique by answering exam style questions and revision for upcoming assessments.

Examples of set homework include:

- Quizzes
- Learning definitions
- Flipped learning as lesson preparation
- Answering exam questions
- Research
- Online tasks using The Everlearner platform

All homework will be set using the VLE platform and will be acknowledged on completion through either teacher/peer marking or questioning.

In Core PE, there is no expectation for students to complete homework.

Science

Homework is set in Science to consolidate or embed knowledge or skills to support the learning in the classroom.

Homework will be set fortnightly as a minimum at both key stages. At KS4 homework will be set across the three sciences, they will vary in length but should take no more than one hour to complete.

The types of tasks may include the following:

- Quizzes
- Online tasks using Learn Anything
- Question sheet to provide practice of skills covered in school
- Completion of exam papers to develop the skills and strategies linking to exam technique

All homework will be acknowledged by the teacher. This could be through the online platform that has been used. Alternatively, this may be through feedback and questioning in lessons to check the learning and address any misconceptions.

