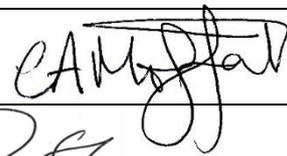
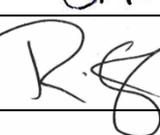

Homework Policy

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	Chair of Governors 

Principles

At Paxman Academy all homework must be motivating, manageable and meaningful. Above all, it must be challenging, relevant and appropriate to a student's age and ability.

Before setting homework a teacher should consider the following:

- To what extent does the homework task recap recent work completed and address any misunderstandings? Will it help student progress? For example, students could be asked to review work on a topic that they have studied or complete a task that shows that work has been consolidated.
- To what extent does the homework task deepen their understanding of a topic? This could be through setting extension tasks and differentiated tasks. For example, a differentiated task could be set that reviews key points and then extends the task/concepts/ideas or it provides additional support for those students with gaps in their knowledge, skills and understanding.
- How does the task support mastery of key skills and encourage students to deepen their understanding outside of lesson time?
- How does the task introduce new concepts or topics to allow students to know what is coming up? For example, does the task allow students to research tasks and introduce new concepts, allowing students to develop ownership of their learning?

If the task does not meet the above 'test', it should not be set.

Departments should agree all homework tasks to ensure that homework is relevant and contributes to student progress.

Frequency

Homework should be set regularly and used as part of a teacher's marking, assessment and feedback practice. If planned, homework can be used effectively to enhance student progress, if it is unplanned it creates unnecessary workload for teachers and students. Staff need to be pragmatic and can set homework to aid student progress. This allows flexibility, for example, setting a task in order to ensure students are at the same point for the next lesson.

At Paxman Academy planned, standardised homework will be set:

- Once per half-term in all subjects
- In PE, Drama and Music this can include a rotation of rehearsal/practical (with Assessment foci) and written tasks.

In addition, in EBACC subjects teachers should set homework tasks at least fortnightly to build students' academic study habits which are a prerequisite for effective revision and study skills at Key Stage 4.

Recording Homework

At Paxman Academy all homework tasks will be communicated to all stakeholders through the use of the school planner and by posting the task and any resources on ClassCharts.

Assessment

Assessed homework tasks should be teacher assessed and homework grades should be recorded in Go 4 Schools for standardised homework.

For other homework tasks, departments should decide how work should be assessed and how a balance of self, peer and teacher assessment may be effectively employed.

Google Classroom

Some teachers and departments may wish to employ Google Classroom as an additional means of disseminating and assessing homework. Where this is the case, Heads of Department must have access to the Google Classrooms in their departments, so that they can monitor the setting and marking of homework, and satisfy themselves that students will be able to articulate the homework they complete and its effectiveness in moving their learning forward.

Monitoring

The quality of homework will be included in the school's monitoring process. Department line managers are responsible for ensuring that homework is set, fulfils the above principles and is marked in accordance with departmental and school policy.