



# Queen Elizabeth Grammar School

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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

## **CHANGE RECORD (Annually)**

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V1.00	February 2023	Review
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# QEGS Homework Policy

## 1. Purpose of the Policy

This policy provides guidelines for the arrangements that have been made by QEGS related to Homework.

### Related Policies and Guidance

- [QEGS Teaching and Learning Policy](#)
- [QEGS Marking and Assessment Policy](#)

## 2. Policy Aims

This policy aims to:

- Outline the rationale for the homework arrangements at QEGS
- Provide details about the homework arrangements at all key stages

## 3. Introduction and overview

Outstanding pupil learning is a primary aim of QEGS (Aspire).

All pupils should be encouraged to produce work, both at school and at home, which is of a high quality.

Outstanding teaching and learning is that which promotes active learning that is independent and prepares pupils for the next stage of their education. An essential part of independent pupil learning is homework. Independent learners are successful and can make informed personal choices about their future.

Homework is seen as an essential and integral part of the learning process for pupils. Homework targets and consolidates skills, extends knowledge through research and wider reading, promotes independent study as a skill for life, can help establish good work habits, is an evaluative tool for teaching and assessment of progress and understanding, and reinforces the partnership between school, parents and pupils.

The principles behind this policy are that:

- Homework tasks should be meaningful and more skills-based than content-based.
- Homework tasks should be designed to ensure that a range of skills are developed.
- There should be parity between each boy's experience of homework, regardless of their option choices.
- Time allocations must be adhered to.
- All Homework should be set via Firefly, including full details of the task and the related expectations.
- The Homework Policy should be embedded within Departmental Schemes of Work.

To promote effective learning through homework, all teachers will:

- Give homework that is appropriate.
- Give feedback where appropriate according to the QEGS Assessment & Marking Policy.
- Support pupils in the completion of homework.
- Ensure that all pupils complete the homework set.

#### **4. The Nature of Homework**

Homework tasks should be meaningful and develop naturally from classroom activity and schemes of work.

They should cover a range of skills, including research and retrieval, note-taking, summarising, drafting, use of evidence, collecting information, revision, rote learning, presenting information, making and creating ICT, problem solving and evaluation.

Whilst not all subjects lend themselves to all of the above, the complete range of skills would be covered by the whole curriculum in a co-ordinated and systematic approach.

Homework will lead to a range of outcomes, including written and presentational work, oral feedback, reading and learning.

Homework should be an extension of learning and not simply an 'add-on' task. Pupils must understand the importance of homework as part of their development towards independent learning.

Some lesson time may be spent reviewing homework to reinforce its importance as well as the learning outcomes from it; this may include some peer and self-assessment appropriate to the task.

Teachers ensure that a variety of tasks are set for home learning. Departments should discuss suitable homework topics and activities. Tasks should meet the learning needs of all pupils. Subject teachers and Learning Support/EAL teachers will work together for specific groups and pupils.

All homework should be set on Firefly with an appropriate deadline for completion.

All homework must be completed by the deadlines set. Sanctions can be applied where this is not the case, e.g. a demerit may be awarded.

Teachers should, as far as possible, avoid setting homework which is finishing off tasks of work which should have been completed in the lesson. This does not provide stretch and challenge to the most able students and encourages boys to rush work in lessons to avoid doing it at home.

The effective use of 'Flipped Learning' can make homework more meaningful and aids the development of research skills and independent study.

## 5. The Organisation of Homework

All boys in Years 7-9 are issued with a Homework Timetable at the start of the academic year and these are also available on Firefly.

All Homework should be set via Firefly and instructions should be clear as to the task set and the arrangements and timing of its collection.

The Firefly task will often reference a task which is on the class's Google Classroom but Firefly is the tool by which homework is set. Marks should be uploaded to the task on FireFly so they can be seen by parents. While it is acknowledged that this can be onerous for teachers with lots of classes, departments must set out a minimum number of feedback points each half-term so parents can clearly see the standard of their son's work.

Homework should not normally be set for submission the following day.

Staff must record each homework, and any assessment arising from them, in their mark books, in accordance with School and Department Marking Policies. These will be increasingly digital in practice.

At secondary level, the time spent on homework or GCSE coursework should fall within the following ranges.

Years 7 and 8	30 minutes per subject per night (1 hour)
Year 9	30 minutes per subject per night (1.5 hours)
Years 10 & 11	1.5 to 2.5 hours per day - at staff discretion
Years 12 & 13	approximately 5 hours per subject per week

### Further guidelines for Years 10 and 11

There are no set nights for homework in these year groups as it is assumed that they will be doing coursework and in many cases, having a longer time to complete any homework.

In Years 10 and 11, each subject should seek to set the equivalent of approximately 1 hour per week - this may for example take the form of 3 x 40 minute tasks, or 4 x 30 minute tasks etc. over a two-week period.

### Further guidelines for Years 12 and 13

In Years 12 and 13 the amount will depend on the boy's individual programme, but should amount to approximately 5 hours per subject per week.