



Broadway Academy Trust Policies

Our Children. Our Community. Believe it can be done!

Homework Policy

Approved by: Deep Academics Committee

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1. Rationale

- **Why do homework?**

Homework serves to embed the learning from the classroom. It is in sync with the curriculum students receive in class. It helps students to reflect on and develop knowledge, whilst strengthening long term memory of concepts and fact, so that they may apply the learning in a meaningful manner. Homework enhances student learning, improves achievement, and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

- **What constitutes homework?**

Homework is any task that helps consolidate learning, prepare for future learning or allows students to pursue topics in their own direction. It can be enabling students to identify new knowledge, recall previous learning or apply learning to new situations.

- **What is the value of homework?**

Homework develops the characteristics of independence, motivation, application of knowledge and strengthens long term memory. It supports well-being by developing a healthy approach to a work life balance. It develops a sense of curiosity, self-improvement and personal interests beyond the classroom.

2. Responsibilities

a. Role of parents

Parents are vital in supporting the ethos of a healthy work life balance, meeting the wider needs of the learner without overdoing or ignoring these responsibilities. There should be an encouragement to complete the work as well as encouragement to know when to enjoy time away from the curriculum. In addition, parents should feel able to suggest their child seeks support from staff and know how they should do this.

b. Role of teachers

Teachers should ensure that the homework is clearly identified, both electronically for reference and during the classroom learning. Teachers should set work that develops the key concepts of Knowledge, Recall and Application, is appropriate and valuable, and has the potential to inspire and engage students. They should feedback in a timely manner that supports the importance and value of the work. They should likewise hold students to account when this work is not completed.

c. Role of Heads of Departments

To ensure that all members of the department set appropriate homework.

To ensure that all members of staff intervene appropriately if homework is not completed, for example a homework catch-up club.

To liaise with SSM if a student is persistently not completing homework, nor attending homework catch up opportunities.

d. Role of students

Students should build to working in a methodical and organised manner. This will include making sure that they understand the work and have it clearly recorded for reference in their planners. Students should understand that their education extends into their out of school life but that there must also be times when work stops, promoting a healthy work life balance. Students should feel able and encouraged to ask questions and clarify work as well.

3. Frequency

Homework should be set so that students have the equivalent of one homework per week for each subject. This may be set weekly or in advance to cover short or long-term project(s). All homework set will be recorded by students in their planners.

4. SEND Students

Homework will be set to accommodate the needs and levels of all students, with extra support or guidance provided for those who are identified by the school or the individual teacher as needing it. Subject teachers will communicate regularly with the SEND department to ensure that extra support can be given when needed.

5. Recording and monitoring

All homework set will be recorded by students in their planners. This may be set by teachers in advance and covering several sessions or individually. Staff will feedback to students on their work either verbally or as written feedback.

6. Homework structure

A key need for students at Broadway Academy is the development of literacy skills, in particular reading and comprehension. To cater for this need, the homework set within departments will have a literacy focus so that students get a greater exposure to literacy-based learning to develop their subject based vocabulary thus improve both reading and comprehension. This in turn will have a significant positive impact on student outcomes, including exam performance.

7. Examples of homework with literacy focus

- List of keywords provided to students to which definitions need to be written.
- Definitions provided to students to which the keywords need to be written.
- Students can be tested sporadically on a range of keywords/definitions to assess and consolidate understanding.
- Students are provided with a subject related text that is currently being studied and are required to answer questions relating to it to demonstrate understanding/comprehension.
- Students can be provided with subject based magazine articles to read and present ideas in a variety of formats, from verbal feedback, class debates, in-class presentations or written feedback.
- Students are required to present a written piece of work on the subject they are studying. This can be in the form of:
 - Newspaper article
 - A scientific journal
 - A fictional story
 - A poem

The Education Endowment Foundation (EEF) found that homework adds up to 5 months progress to a student. [Homework | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

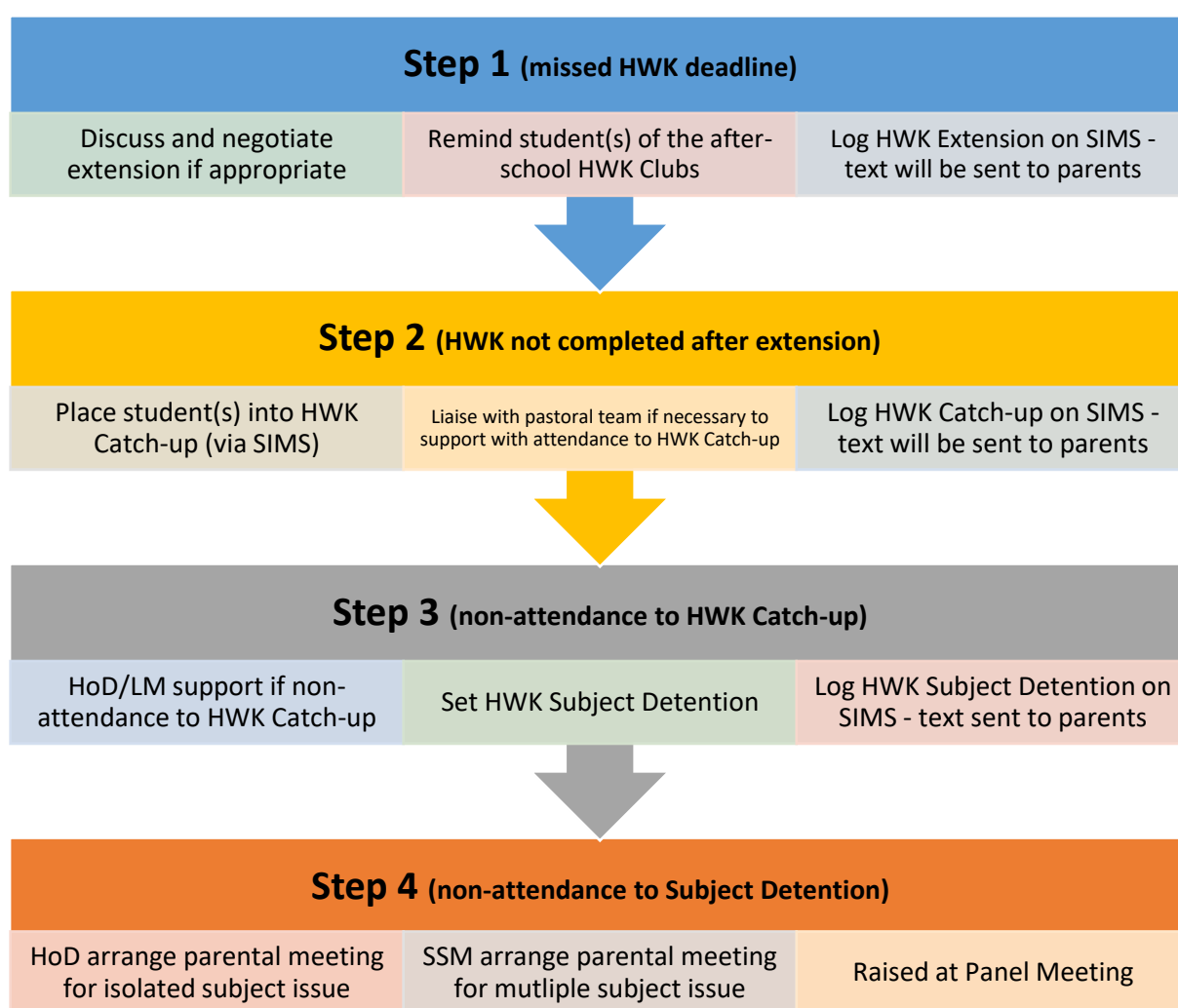
8. When homework is not completed

Teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then a stepped approach should be used.

1. The class teacher should discuss with the student(s) to understand the reasons for not completing homework by the set deadline. If appropriate, provide student with

- an extension (minimum of 2 days) and log onto SIMS. Remind students of after school Homework Clubs including in the Library.
2. If the extension deadline in Step 1 is not met, students are to be placed in a Homework Catch-up (via SIMS) to ensure homework is completed under supervision. Class teacher must be present at the start to support student(s) with completion of HWK.
 3. If student(s) do not attend the HWK Catch-up, the class teacher will place student(s) into a HWK Subject Detention (Mon/Wed) – the class teacher must attend at the start of the detention.
 4. If student(s) do not attend the HWK Subject Detention or HWK issues persist, the class teacher will liaise with the Head of Department to arrange a parental meeting.

Where student(s) are not completing homework for multiple subjects (data will be provided by Deep Academic), SSMs will arrange parental meetings to discuss actions and also raised at Panel Meetings.



9. Homework Catch up

The management of HWK Catch-up will be organised as follows:

The HWK Catch-up will be organised at the same time as the Subject Detention rota (Mon/Wed). Students are to be organised into two groups – those in HWK Catch up and those in Subject Detention for any other reason. The teacher setting the HWK Catch up must attend the first five minutes to provide instructions to the student(s).

10. Homework Analysis

Deep Academic will analyse homework data at fortnightly Deep Academic meetings and actions may include further meetings with parents. Analysis of HWK Grades after each Data Drop will provide both Heads of Departments and SSMs with a list of students achieving low HWK Grades across several subjects. This will be used to discuss at Panel Meeting(s) and arrange parental meetings where necessary.