



## Home learning Policy

# Inspire – Impact – Independence

### OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

#### Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

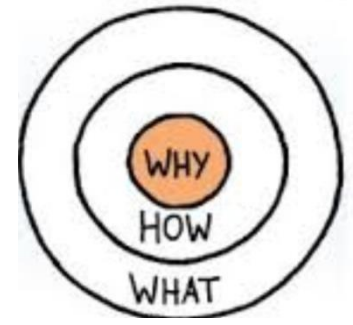
Policy developed by:	D Jones (Deputy Head Teacher), L Capell (Head of Sixth Form) and C McLaughlin (Assistant Head Teacher) September 2024.
Policy to be reviewed:	September 2025
Summary of changes	<ul style="list-style-type: none"> <li>• Revision of clearer roles and responsibilities for pupils, teachers and parents/carers</li> <li>• Removal of home learning menu's and replaced by homework provided by teacher when needed.</li> </ul>

Approved by:  
Headteacher:

Date:

## Aims of Teaching and Learning at Oakwood; Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



### Oakwood's Homework Policy Intent (Why)

- Allows parents and carers the opportunity to become actively **involved** in their child's learning journey and consolidate what pupils have learned in class.
- Ensure **consistency** in the approach to home learning for pupils through setting out clear expectations for all members of the school community.
- **Reward** pupils for completing additional work completed outside of the classroom.

### Policy development (How)

This policy has been developed through:

- Consultation with parents via an online questionnaire. All parents were invited to complete an online questionnaire via ClassDojo. All parents who participated received the results of the survey. As homework is completed at home it was important to take parent views into careful consideration.
- A SWOT analysis was completed of the survey results and homework policy that was in place by members of the SLT.
- Head's of Department were consulted with regards to the policy that was in place, and asked to share their ideas and views to make improvements on the policy. Also opportunities to reduce teacher workload where possible were also suggested (with regards to homework).
- We have reviewed a range of advice from The Key for School Leaders and shared good practice with other schools in relation to homework
- We have taken into consideration what has worked well during the period of remote education in 2020/2021 and importantly taken into consideration parents/carers feedback from this period to establish new guidelines in pupil's home learning

### Oakwood Homework Policy implementation (What)

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## 1. Aims and Overview

### Purpose:

Learning at home is an essential part of good education. Regular homework is important as it gives students the opportunity to practice at home tasks covered in class, and helps students work towards improving important skills. It also helps young people become confident in their future learning.

### What is homework?

Homework refers to tasks given to students by their teachers to be completed outside lessons. There are many forms of homework that include: reading, practicing tasks previously taught in class, revision for exams and projects.

### What makes effective homework?

- **Purpose:** teachers should assign homework when it has a specific purpose, rather than as a matter of routine
- **Efficiency:** homework should not take an "inordinate" amount of time
- **Ownership:** pupils' motivation is linked to how connected they feel to the content. Providing students with a choice in homework assignments or connecting assignments to students' interests can create a sense of ownership
- **Pupils' competence:** homework should be differentiated by ability level, so that all students feel competent completing it
- **Aesthetic appeal:** assignments that are "visually uncluttered", have less information on the page and make use of graphics, are more appealing to students

This research is summarised in an article by Nicole Schrat Carr published in School Community Journal, an American academic journal. The article is hosted on the Academic Development Institute (ADI) website.

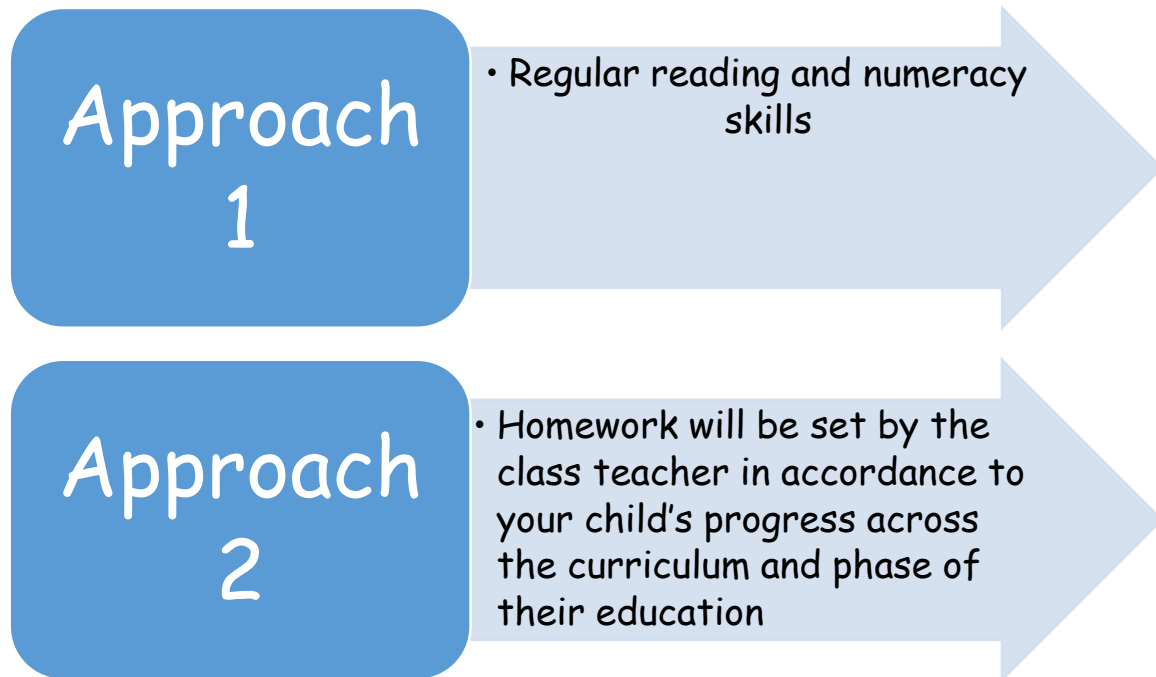
### Recommended time allocation per day/week:

Whilst we support all of the above key principles, Oakwood is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. We hope the pupils are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work.

The exception will be where the parent and teacher agree extra work would be beneficial and this will be on an individual basis.

**Broadly speaking these are current expectations: Tiered approach to home learning**



Approach 1 - the focus is on pupils practising basic literacy and numeracy skills regularly. Pupils should be regularly reading at home (at least 3 times per week) and completing the weekly numeracy activities in their maths homework books. This approach is priority and will have most impact on your child's educational attainment.

Approach 2 - homework will be set by the class teacher in accordance to your child's progress across the curriculum and phase of their education, for example pupils at key stage 4 may be provided with extended homework tasks to aid their study of respective qualifications.

**How Homework is set:**

Weekly reading and numeracy homework will be set by your child's English and Maths teacher respectively. Please check your child/s bag regularly for homework and additional instructions set by the teacher.

**Homework in the Sixth Form**

In addition to class time, Sixth Formers are encouraged to undertake at least two hours of study outside the classroom. Recognising that not all students have the resources or support at home; this can be completed at home or in their free time at college. An important part of student's personal development is taking responsibility for their own learning, to understand that there is a direct correlation between the amount of effort applied and the results achieved. This is a skill that is essential whatever their progression path.

Some of this out-of-class study will be the completion of specific tasks set by the teacher, optional extension tasks, wider reading, revision and other academic activities.

### **Sixth Form Monitored Study Periods**

All Sixth Form students have a monitored study period each week and it is expected that they make the best possible use of them. Pupils will use this time to catch up on unfinished or missed work, have additional teacher time to perfect English and Maths skills covered that week, take part in intervention sessions or to log into Skills Forward. Checks are made to ensure that the study period time is being used affectively.

Above all else, learning to manage workloads and stress are key skills essential to those who go on to become successful employees and university students. In the Sixth Form, workload and revision is dictated by the nature of the course and the demands of exams. At certain times of year, there can be several subjects requiring intensive revision the same time. Teachers will work with individuals to help them create revision timetables and to look at stress management techniques for managing the additional pressure.

### **Feedback to pupils and families on the quality of their work:**

Feedback on homework is essential for an effective homework provision. Feedback will be provided in various forms that include verbal and written comments.

When pupils complete a piece of homework our intention is this will be acknowledged by the teacher and marked with a short comment. Pupils are required to bring their homework to school for teachers when completed.

### **How are pupils rewarded for completing homework?**

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Sanctions will not be given to pupils who choose not to complete homework. Through consultation with parents,

form tutors will offer support where possible on a case by case basis for parents who find it difficult to support their child at home with homework.

## 2. Roles and responsibilities

### How will we monitor homework?

The class teacher is responsible for the setting, marking and feedback of all homework.

The role of the pupil:

1. To inform the class teacher of any difficulties.
2. Complete set homework activities (this is not mandatory but choice)
2. To bring in completed homework for teachers to review

The role of the Form Tutor

1. To include homework in student mentoring where appropriate.
2. Provide home learning opportunities for pupils in form time, if appropriate

The role of the Class Teacher

1. Set homework according to the curriculum.
2. Give full and comprehensive instructions.
3. Mark and return all homework promptly.
4. Provide help and support.
5. Inform the senior leadership team as appropriate, when problems arise.

The role of parents/carers:

1. Support pupils in home learning activities
2. Support pupil's organization skills by messaging class teachers using class dojo when home learning has been completed. This will help to support pupils showing their home learning to teachers to gain feedback.

## 3. Who to contact

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned please talk with your child's teacher in the first instance. If you still have concerns, please talk with a member of the senior leadership team at school.