



# Homework Policy

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<b>Monitoring &amp; Review</b>	LGB	

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## Introduction

Homework enhances students learning, improves achievement and develops study skills and is an integral part of the learning process.

An assigned task by teachers, homework is to be completed outside of class/school time: these tasks have been carefully planned and integrated into all curriculum areas.

Students should have homework that is set regularly, and is meaningful and appropriate to their age and stage.

Homework is set in order to:

- Develop essential transferable skills for life
- Enhance, deepen and foster a scholarly love of learning in the subjects studied
- Assist in the process of formative assessment to help teachers in adapting planning accordingly
- Foster a learning community, where teachers, parents/ carers and students work as partners in the educational journey of students

## Types of homework tasks

The list below is not an exhaustive list of tasks that could be set for homework, but rather an indication of the type of tasks that are appropriate. There is an expectation that students would receive a variety of tasks over time.

- Preparation for future learning (such as reading ahead and summarising or planning tasks for future tasks)
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons.
- Choice of tasks with varying levels of challenge.
- Vocabulary or key-facts learning.
- Extended project work – either completed as individuals or collaboratively.
- Guided research with appropriate support at the start of the work, such as key websites or printed references.
- Timed essays or extended pieces of writing.
- Creative responses to the learning – such as pamphlets.
- Online homework tasks.
- Revision.
- Write-up of experiments or practical work.
- Rehearsal.

Current research suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or license to be creative. Project work tends to be least effective.

## CORE Jewellery Quarter Academy- Homework Procedure

“Ignorance is the curse of God; knowledge is the wing wherewith we fly to heaven”

*William Shakespeare, Henry VI*

### Policy Vision

Jewellery Quarter Academy’s ‘Continuous Learning Policy’ has been designed to form a part of our relentless pursuit of academic excellence.

Continuing to work at home enhances students’ learning, improves achievement, offers additional curriculum time and develops study skills, which make it an integral part of the learning process.

To continue learning at home we expect students to take part in the following activities each week:

KS3	KS4	Duration
Reading Plus	GCSE Pod (all subjects)	2 hours a week
MathsWatch		2 hours a week
Seneca (all subjects)		2 hours a week
Reading of a book from our library, particularly from our <a href="#">CORE Canon</a>		Half an hour a day
Additional assignments and quizzes set via Teams and supplementary research/reading set for higher prior attaining students	Additional assignments and quizzes set via Teams and supplementary research/reading set for higher prior attaining students	As directed by their teacher

All students will be issued with a planner to encourage them to manage their time at home. Quizzes and assignments will be set via class teachers and deadlines also communicated in lessons. Students will be given usernames and passwords for all platforms they will record in their planner so they can access as well as personal development sessions that show them how to use each platform.

[Parents can also request support with technology to help their child continue to access learning at home by completing this form](#), although **all apps can be accessed via a mobile phone.**

### How can parents support further?

We encourage parents to set their child aside 1 HOUR a night during the week to continue learning from the above menu of activities, as well as allocating time at the weekend. We advocate using incentives to prioritise learning such as giving rewards for time being spent productively e.g ‘1 hour of learning = 1 hour of gaming/time on their phone.’

Our Family Handbook gives more guidance for parents to enable learning to continue at home.