



THE LAMMAS
SCHOOL

Homework Protocol

Last Reviewed: July 2023
Review Due: July 2024

Reviewed Annually

Introduction

At Lammas School and Sixth Form, we regard homework as an integral part of Learning and the curriculum; it is planned and prepared within all schemes of learning.

We believe that education is a shared responsibility between the Home and School and that the support of parents/carers with homework is essential to ensure that our students achieve their potential.

What is homework for?

We use homework to:

- encourage students to develop the skills, confidence and motivation needed to study effectively on their own
- practise skills learned in the classroom
- encourage reading for pleasure and reading around subjects
- encourage students to develop research skills and find information for a variety of sources, including printed materials, the internet, newspapers, media and other people in the community
- give students opportunities to engage with individual problem-solving at their own pace
- help students develop self-discipline so that they can manage and cope with the demands of coursework, preparation for exams and meeting deadlines, especially in Key Stage 4 and the Sixth Form
- encourage the involvement of parents/carers in students' learning and keep them informed about the work their children are doing.

As a result:

- there is more time available for study
- more work is covered
- more rapid progress is made
- classwork can concentrate on the activities where students need the assistance of a teacher

Facilities for completing homework in School

Facilities for students to do homework under supervision and where they can access help are:

- the library and ICT rooms
- homework clubs (some of which are run by subject departments before school, at lunchtime and after school)

How Much Homework?

The value of homework activities and the quality of the homework produced by students are more important than the exact amount of time spent on it. However, we recognise the need for flexible guidance for teachers, students and parents and carers.

Parents and carers can expect the following amounts of homework to be set each week:

Subject	Years 7-9	Year 10	Year 11
English	1 hour	2 hours	2 hours
Maths	1 hour	2 hours	2 hours
Science	1 hour	1½ hours	2 hours
Geography, History	30 minutes	1 hour	2 hours
Computer Science	30 minutes	1 hour	2 hours
Languages	French: 30 minutes Spanish: 30 minutes	1 hour	1 hour plus prep for assessments
Art, Drama, Media, Music	30 minutes	1 hour	2 hours
Design Technology, Food Nutrition	30 minutes	1 hour	2 hours
Physical Education	30 minutes	1 hour	2 hours
Religious Studies, Sociology	30 minutes	1 hour	2 hours
Ethics	30 minutes		

Recording Homework

Homework will be set in the main on Google Classroom and in most cases, it can also be completed and submitted there. When setting homework, teachers can make useful resources available that will aid and support the homework task.

Homework Tasks

Homework tasks are carefully planned to support progression in learning and are an integral part of schemes of learning. They are differentiated, where appropriate, towards the needs of individual students.

Tasks reflect a range of learning styles, some of which will include the use of ICT. Consideration is given to the tasks set and the facilities that may or may not be available to students outside school. If required, students will be provided with the physical resources and support required to complete homework tasks inside school but, first and foremost, we encourage and value family support and guidance for the completion of this work.

A range of homework activities that can help to raise attainment and improve progress may include:

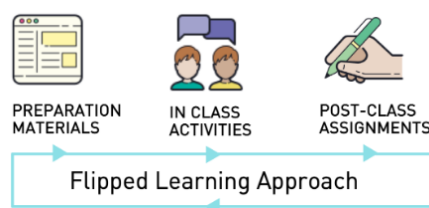
- Interviews
- Investigations
- Appropriate reading
- Aided research
- Problem solving
- Various forms of writing
- Projects
- Coursework
- Drawing / Designing
- Preparation for Controlled Assessments and exams

Some forms of homework are set using online websites to which the school subscribes. If students don't have easy access to the Internet at home, they can access the websites in school or teachers can provide printed resources. The most commonly used websites can be accessed directly or via QR codes in the student planner.

HegartyMaths ActiveLearn Kerboodle SENECA

Flipped learning (pre-teaching)

At Lammas we subscribe to a 'flipped learning' approach to homework. Put simply, this means providing tasks which aim to increase student engagement and learning through the completion of preparation, analytical and creative tasks at home; allowing for work on live problem-solving during class time. See below:



It is a pedagogical approach in which the conventional notion of classroom-based learning is inverted. Students are introduced to the learning material *before* class with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

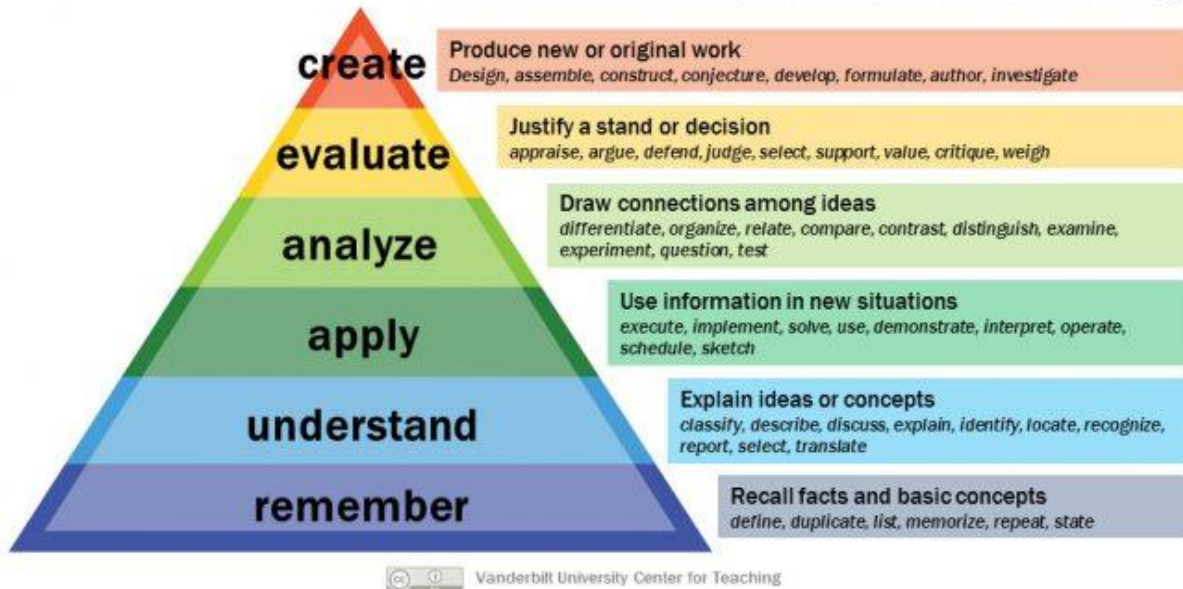
Traditional teaching methods dictate that knowledge acquisition takes place within a classroom context and students are then given homework tasks to synthesise, analyse and evaluate their learning after the class. In the flipped classroom, students acquire knowledge *before* the class and use classroom time to practice and apply concepts and ideas through interaction with peers and teachers. After the class, students *reflect* upon the feedback they have received in class and use this to further their learning. Proponents of the flipped classroom approach emphasise the "deep learning" or higher level cognitive skills that it encourages.

All teachers at Lammas are encouraged to have a flipped classroom and the skills needed to perfect flipped learning are introduced in Key stage 3, so they can be mastered by Key stage 5.

Therefore, students should not be set homework that asks them to complete the classwork or to carry out research unaided, for example. All homework should be in line with Bloom's Taxonomy and should be of high order standard. Students should be set homework that

focuses on the higher end of Bloom's Taxonomy so that they can bring new ideas into class for discussion, interaction and moderation with, and by their, peers.

Bloom's Taxonomy



Marking

Homework is marked according to the school's marking policy so that there is consistent practice.

Homework will be marked and returned and, with detailed feedback provided, either physically or via Google Classroom (this enables students to access it for the duration of their time in a particular class).

How can Parents/Carers help?

Parents are encouraged to:

- provide a suitable place where students can do their homework or help students attend other places where homework can be done
- agree a time for homework that is not too late at night. This time may vary during the week to allow time for other hobbies and interests
- make it clear to their children that they value homework and support the school in explaining how homework helps them to make progress in school
- encourage and support students and praise them when they have completed homework carefully
- check Google Classroom to ensure deadlines are being met and homework is being completed to the highest standard possible

Monitoring and Evaluation

Curriculum Leaders will monitor the homework set by teachers in their departments, particularly in regard to the purpose, quality, amount of homework and the quality of marking and feedback to students.

The Senior Leadership Team will use a variety of sources, including Google Classroom and schemes of learning, to check that systems and procedures are operating effectively, that expectations are being met and that the amount of homework is manageable for both students and teachers.

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