

Brune Park Homework Protocol

At Brune Park, we believe that homework plays a vital part in a student's education. Relevant homework has significant benefits for secondary school students and will help them become independent learners. Homework inextricably supports the teaching and learning in the classroom and should inspire and challenge every student to enable them to make excellent progress.

The aims and objectives of homework are:

- To reinforce classroom learning.
- To help pupils to develop skills and attitudes they need for successful lifelong learning, including independence, investigation, enquiry, organisation, perseverance, and self-discipline.
- To keep parents in touch with what their children are doing in school and to give them the opportunity to help and support their child's learning.
- To provide opportunities to go beyond what has been learnt in class or to prepare for material that is going to be covered in class.

Why do we set homework?

Homework is an important part of education: it helps pupils to develop effective work habits and allows consolidation of skills and knowledge learnt in school. Homework often plays a significant role in raising a pupil's level of attainment. However, Brune Park also acknowledges the importance of family time and leisure time in ensuring pupils are able to achieve balance in their lives.

Brune Park recognises that, whilst homework is important, it should not prevent pupils from enjoying experiences and opportunities that are available outside of school: a balance should be struck based on individual needs. Our Personal Development program educates pupils about the importance of achieving this balance.

Examples of suitable tasks

The list below is not an exhaustive list of tasks that could be set for homework, but rather an indication of the types of tasks that are appropriate. There is an expectation that students should receive a variety of tasks over time. All homework should be added to Google Classroom. Work should be either handed in via Google Classroom or on separate paper. Books stay in school.

- Preparing 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 (like homework Take-Away Menu)
- 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 learning - such as pamphlets or models
- Use of specific Apps like Sparks, Tassomai and GCSE Pods
- Revision
- Write-up of experiments or practical work
- Rehearsals

In Years 7 to 11, brief details of each homework set will be recorded by the subject teacher on Google Classroom. This allows parents and pupils to view assigned homework tasks. Academic Reading as a homework task is expected to be set half-terminally by all subjects. The frequency depends on the allocated teaching hours for each subject and year group.

Frequency guidance

Below is a guide for the homework time and frequency for each year group. This is a guide for subject staff, although it is difficult to judge how long a piece of homework will take each member of the class, the teacher should inform their students of the length they believe the task should take.

This is also a guide to students and parents and if the task is significantly longer than the allotted time they should feedback to the teacher.

If a teacher knows that the task will take longer than their allocated time, then they should make this clear to the students and inform them that the homework will count for the appropriate number of weeks.

Teachers should make sure that they are giving students a sufficient amount of time between setting the homework task and the expected deadline to enable students to organise and complete their homework tasks. Overnight homework tasks are not appropriate.

Year groups	Teaching time per fortnight (hours)	Homework frequency	Homework length	Academic Homework Reading frequency
Year 7 and 8	1-3	Once a fortnight	30 min	Once a half term
Year 7 and 8	4- 8	Once a week	30 min	Twice a half term
Year 9	1-4	Once a fortnight	45 min	Once a half term
Year 9	5-8	Once a week	45 min	Twice a half term
Year 10 and 11	1-5	Once a fortnight	60 min	Once a half term

Year 10 and 11	4- 10	Once a week	60 min	Twice a half term
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Physical Education may set occasional homework pieces; including Academic Reading.

This equates to approximately 30 minutes of homework per day for years 7 and 8, 40 minutes per day for year 9, and 45 minutes per day for years 10 and 11.

Please note that the frequency and time grid does not include preparation time leading up to the PPEs and the final GCSE examinations.

The expectation of Subject Leaders

- Develop a departmental approach to homework.
- Monitor the frequency and quality of homework set in the department.
- Ensure Academic Reading is part of the department's homework cycle.
- Support teachers with incomplete homework, liaising with students and parents as necessary.

The expectation of Teachers

- Plan and set up a regular programme of homework for students. If it is a mini-project, checkpoints need to be set to monitor progress and to alleviate any misconceptions.
- Ensure that the Google Classroom for each class has a complete record of tasks
- Explain and record homework tasks and ensure all students understand what they have to do; including students with SEND.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Monitor homework regularly, feedback on homework set, and reward students with Homework points on Arbor when they have completed homework to a good standard.
- Communicate with parents if there is a problem regarding homework.