



Homework Policy

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Setting regular, well-planned and appropriately resourced homework leads to better academic outcomes. Spending more time on homework increases students' capacity to study independently, building their resilience and providing additional opportunities to learn. Setting homework of a consistently high standard demonstrates that a teacher has high expectations of all their students and encourages them to take their academic studies seriously.

Principles

- The purpose and success criteria for the homework should be made clear.
- It should not be used as a punishment or penalty for poor performance.
- A variety of tasks with different levels of challenge are likely to be beneficial.
- The quality of homework is more important than the quantity. Evidence suggests that the impact of homework is reduced when students have too much of it.
- Students should receive specific, timely feedback on homework and be rewarded for their effort.
- Teachers should ensure that students' complete homework to an acceptable standard and use sanctions e.g. detentions. Where a student is consistently failing to complete homework to an acceptable standard then it should be flagged on the MMims programme.

Guidance

As a school, all subjects set homework and every teacher, student and parent can log in and access the online MMims programme to see how well their child is performing.

Homework should therefore be set in accordance with the following guidelines:

Years 7 to 9: Core Subjects = Once a week (30 minutes)

EBacc Subjects = Once a week (30 minutes)

Other subjects = Once a fortnight (30 minutes)

Years 10 & 11: All Subjects = Once a week (45 minutes)

- All subject teachers should set homework for all their classes and all students should complete it.
- When setting homework in class, students should routinely record the name and due date of each homework in their planners. This will enable parents and Form Tutors to see, at a glance, what homework has been set.
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Excellent homework:

- Supports and extends learning in the classroom
- Is differentiated, taking into account the ability of the class and the needs of individual pupils • Involves new learning
- Is appropriate and manageable
- Challenges and engages pupils
- Makes use of high-quality resources from the Internet or elsewhere

- Has clear instructions, including success criteria phrased in 'pupil-speak'
- Is set with sufficient time for completion
- Is, as far as possible, engaging and enjoyable

When setting homework, teachers are encouraged to be mindful of the wider commitments that students may have. Therefore:

- Only rarely should teachers ask that homework be completed for the next day.
- Setting homework to be completed during a holiday should be avoided as it may prove difficult for some students.
- Only revision homework should be set during assessment or mock examination weeks.

Homework completion should be commented on during written reports where appropriate. Feedback regarding homework should be provided to parents at Parents' Evenings.

Accountability and Quality Assurance

- All teachers must set homework if they are to fulfill teaching standards. They must 'set homework [...] to consolidate and extend the knowledge and understanding pupils have acquired.'
- All teachers must routinely set homework of a consistently high standard to ensure our school continues to fulfill the Ofsted criteria for Outstanding Teaching, Learning and Assessment. They must 'set challenging homework [...] appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.'
- Under the current inspection framework, Ofsted 'inspectors' will scrutinise pupils' work, with particular attention to pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum.'