



Windsor Park CE Middle School

Learning for Life

"Teach me good judgement and knowledge"
Psalm 119:66

Independent Learning Policy (Homework)

Author: C Sharples
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RESPECT *"clothe yourself with compassion, kindness, humility, gentleness and patience"*

RESILIENCE *"I can do anything through Christ who strengthens me"*

RESPONSIBILITY *"for God gave us a spirit not a fear, but a power and love and self-control"*

OUR VISION

Learning for Life

*“Teach me good judgement and knowledge”
Psalm 119:66*

As an inclusive Church of England school, who aim to provide transformational experiences for all God’s children within our care, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms encouraging pupils and staff to live life in all its glory and flourish.

OUR MISSION

1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.
2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.
3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66
4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.
5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.
6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.
7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.
8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.
9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.

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INTRODUCTION

Windsor Park Middle School is committed to providing high quality, inspiring learning opportunities for all and encouraging partnership with parents, students and the wider community in pursuit of our learning for life mission statement.

PREFACE

The purpose of the homework protocol document is to provide a framework that will facilitate the raising of standards and will ensure ongoing improvement. It is designed to provide a framework for practice which will ensure rigour in homework, which will support our very high-quality teaching. Exceptional teaching, learning and assessment provide the foundation for the education we offer and are essential to sustaining our high standards of achievement and behaviour.

AIM OF THIS PROTOCOL

By describing a model of effective homework, the protocol aims to:

1. Establish a clear and consistent approach to homework at our school, in order to maximise the rate of progression made by students.
2. Provide strategies for teachers that will support effective learning and teaching.
3. Provide strategies which are used to ensure the effective monitoring, evaluation and review of learning and teaching at our schools.

The following characteristics should be evident in homework:

1. Purposeful learning
2. A variety of learning activities
3. Appropriate and challenging curriculum
4. A well sequenced, knowledge rich curriculum, where homework builds on prior learning

Rationale

Homework provides a number of valuable opportunities for learning. Amongst these is the chance to reinforce classroom learning, or to prepare for a lesson. Teachers and students may thus use classroom time more effectively. It plays an essential part in preparing students for the patterns of study required as they move through education, and in equipping them with skills and habits necessary for effective learning throughout life.

Aims

- To raise standards and achievement.
- To give time to extend, enhance and enrich the coverage of the curriculum.
- To make lesson time more effective by focusing on those activities which need direct teaching.
- To improve students' attitudes to learning and realise that learning goes beyond the classroom.
- To improve students' organisational skills.
- To reinforce learning from a teaching and learning opportunity.
- To prepare for learning in a teaching and learning opportunity.

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FEEDBACK PROVIDED ON HOMEWORK

Our aims of feedback

1. To motivate students to achieve higher standards and raise self-esteem.
2. To help students recognise their success in achieving the planned learning objectives.
3. To help students understand the next steps they should take in moving forward with their learning, and when and how these steps should be taken.
4. To monitor the standard of work achieved by each individual student.
5. To help students assess and evaluate their own work and develop the skills of independent learning.
6. To evaluate the effectiveness of our teaching and plan for future learning.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake as part of homework, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of completing homework.
2. Summary feedback – a summary comment is provided on teams.
3. Review feedback – away from the point of completing homework (including written comments).

Verbal Feedback

We know that verbal feedback is highly effective and that students make the best progress when verbal feedback is clear and meaningful. We prioritise verbal feedback of homework, giving students individualised feedback when needed as well as whole class feedback on common misconceptions. However, we acknowledge that there are times when written marking is required. Our Q2M approach is focussed around verbal feedback with student responses based on it in developing their knowledge, skills and understanding across all subjects.

Written Marking

Marking is one tool that a teacher uses to assess the knowledge, skills and understanding of each individual student. It should be used alongside other tools such as questioning, informal observation, and lesson evaluation, to inform future planning, teaching and assessment.

There are different types of written marking. The students should be told how a piece of work will be marked. Examples of the types of marking carried out across different areas of the curriculum are:

- a. **Self-assessment** by the student, in which the student assesses their own performance against the marking/assessment criteria.
- b. **Peer assessment**, where students share how to improve their work in a mutually supportive way.
- c. **Q2M** marking by the teacher.

Current research highlights the need to ensure “that marking is as efficient and impactful as possible”¹. We know that “The quality of existing evidence focused specifically on written marking is low.”² In creating our marking guidelines we have embraced the suggestions from the EEF’s Marking Review (April 2016).

¹ https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf (accessed on 12/2/18)

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Routines

Students will normally be given a full week from the date that homework was set to hand it in. A student can expect the amount of homework from each subject to increase as they move through the year groups. The time that a piece of homework will take varies across year groups, but as an indication, the following guidelines apply:

Year 5	Year 6	Year 7	Year 8
20-25mins per subject	30 mins per subject	35 mins per subject	45 mins per subject

A range of appropriate tasks will be used for homework. This will range from clearly structured to more open-ended.

If students are taking significantly longer than this to complete a piece of work, parents should sign their planner, noting that students had completed what they could within the time allowances.

Homework may take a wide range of forms which will vary between subjects, and also for the purposes it may fulfil within a subject area. This might include:

- An exercise or worksheet to be handed in and/or assessed.
- More open-ended tasks such as preparing/researching for an assignment.
- Revision for an exam or test.
- Learning the spellings and/or definitions of technical or foreign words.
- Reading part of a play or novel.
- Learning of methods and formulae that will need application.

KS2 Online learning platforms and homework expectations

- 1 Freckle lesson per week.
- 1 Library lesson per week.
- TT rockstars daily at home/lunchtime homework club.
- Star reading/star maths termly.
- AR quizzes as required.
- Weekly piece of maths and English homework. This could take many forms including sheets sent home, workbooks to complete or work set via Teams.
- Science homework as appropriate to the scheme of work.

KS3 Online learning platforms and homework expectations

- 1 Library lesson per week.
- TT rockstars daily at home/lunchtime homework club.
- Star reading/star maths termly.
- AR quizzes as required.
- Weekly maths and English homework set via Teams.
- All other subjects are required to set 1 piece per week via Teams.

Students may also be asked to bring certain items into school to facilitate learning, these should be items that are readily available and will not incur a cost. Examples of such requests are plastic bottles/recyclable materials for Art projects or a photo of themselves for a piece of work in French/PHSEE where students describe themselves.

Support With Homework

Sometimes homework will require the use of computers, we recognise that not all students will have access to computers and the internet at home. Therefore, the IT room is available for students to use every lunch time. This is staffed, in order to offer adult support with homework too.

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Students are also encouraged to ask staff members for help, with many opportunities provided by teachers throughout the week for homework help being on offer.

Setting Homework

Subject staff will ensure that instructions regarding homework are either clearly explained, written on a board and copied into student planners. This will also be available on our Talaxy app, which is linked to Microsoft Teams. This also enables staff to provide copies of worksheet or support materials as needed. Teachers should see that students write it down and those who need support are helped to write it down. Where homework relies on the use of computers, staff should offer an alternative to those who do not have the facilities at home.

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