



Ark Boulton
Academy

“Growing together, reaching higher”

**HOMework &
INDEPENDENT LEARNING
IN UPPER SCHOOL
POLICY**

2020-2021

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2021-2022	Jessica Lee	Farzana Ahmed		

Policy Review Dates

Review Date	Changes Made	By Whom

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors

Dates of staff training for this academic year (if applicable)

Academic Year 2021/22		

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1. RATIONALE

At Ark Boulton Academy, we are aware that independent learning activities provide a valuable opportunity for students to both consolidate and extend their learning whilst outside of the classroom environment. Independent learning - or homework - refers to any work or activity which students are asked to do outside of lesson time. The Ark Boulton Academy 'Independent Learning' policy has been updated to build upon the successes seen in the classroom, and to allow for students to learn more and remember more. Moreover, the Covid-19 pandemic has highlighted the clear need for technology to form the basis of our homework strategy. Throughout the 2019-2020 and 2020-2021 academic years, we have made great progress in improving our student's access to technology, and their digital literacy.

We are now in the privileged position where All students have been given Chromebooks, unless they did not request one due to existing access to technological devices. Students have been trained on how to access MS Teams for live lessons, and how to access and complete assignments set.

This means we are now in a position where we can digitalise homework.

2. AIMS

- To develop students' skills, confidence and motivation needed to study and research effectively on their own, to prepare them for their final examinations and life after secondary school.
- To digitalise how homework is set to create consistency in order to significantly reduce in-subject variation.
- To quality assure independent homework at a departmental, and wider curriculum level, to increase the consistency in how often homework is set across the Upper School subjects
- To quality assure independent homework at a departmental, and wider curriculum level, to increase the consistency in the rigour of homework set across the Upper School subjects
- To quality assure at a departmental, and wider curriculum level, to ensure that this homework across all subjects in Upper School is used to consolidate and extended the knowledge and skills taught at academy.
- To use the digitalisation of homework to increase the involvement of parents/carers in the management of pupil's learning.
- Support the values and character education of the academy in increasing students' self-discipline and commitment to their learning, outside of the classroom.
- To develop the digital skills needed students need to be successful for life in Modern Britain.
- To reduce staff workload in the collection, and marking of homework through the integration of self-marking digital independent learning where appropriate
- To use independent learning in Upper School as a form of data collection, which informs further reteach in the classroom.

3. IMPLEMENTATION

- Students in upper school will be taught how to access TEAMS and how to access and submit their assignments via the “turn it in” function.
- Students in Upper School will be set at least one hour of independent learning per subject, per week via TEAMS
- Subject leaders will create homework based on previously taught content, to allow students to learn more and remember more.
- Subject leaders will create homework using one of these digital programmes:

1. **Hegaty** (For maths questions)

2. **Nearpod** (For interactive and self-marked independent learning)

3. **OneNote** (For worksheets which can be collaboratively completed by staff and students)

4. **MS Forms** (For self-marked independent learning, and “intelligent” quizzing which allows for differentiated homework)

5. **Microsoft Word** (For worksheets to be downloaded and/or edited by students)

- Subject leaders will distribute homework weekly as an assignment via TEAMS. This should be assigned to each class within their subject area. If teachers need to amend or adapt this homework for the specific needs of their class, this should be approved by and quality assured by the subject leader
- Class teachers will remind students in class how to access the assignment, and how to submit their work, via the “turn it in function”
- Class teachers will email their class as the deadline approaches to give “shout outs” to those who have already completed the homework, and to remind the rest of the class how to access and complete this work.
- Class teachers will track the completion of homework after the deadline, and set a “Ks4 NoHWk” detention for incomplete homework. This must be followed with a phonecall home to parents to reset expectations for independent learning
- Class teachers will read the homework turned in by students and use this to plan their lessons, and any required re-teach of content
- Subject Leads and Faculty Directors will also monitor the homework turned in by students at a cohort level to inform any curriculum refinement required.
- Subject Leads and Faculty Directors will use formative assessments, learning walks, and book looks to quality assure the impact homework is having on student attainment and progress.

4. PRINCIPLES

- Digital homework activities should meet the needs of all students.
- Digital homework activities should allow for the consolidation and extension of both knowledge and skill.
- Digital homework activities should allow for prior content to be consolidated so that students learn more and remember more

5. THE AMOUNT OF HOMEWORK

Students in Year 10-11 should have between an hour and an hour and a half per subject, per week and may receive additional revision materials to support ongoing assessment and preparations for examinations.

Students are encouraged in addition, to read as widely as possible around their chosen subjects to broaden their knowledge. Each subject should provide each student with a stretch reading list/ digital revision resource.

6. RESPONSIBILITIES

Students

- Students should keep a record of their email and TEAMS login details.
- Students should write what homework has been set in their Learning Journal
- Students need be self-disciplined and submit their homework in line the with deadline set.
- If students are absent, they are still expected to complete their homework. Being away on the day that homework is set is not an excuse for not doing it.
- Problems with homework should be resolved before the deadline. If necessary, students should see the member of staff concerned for help.
- Students should ensure the work completed at home is to a very high standard, which is reflective of their academic ability
- If a student has internet access issues, they should inform their class teacher straight away so that a paper version of homework can be set.

Organisation of homework

All students have a 'Learning Journal which they should carry with them at all times to record their homework.

All students will be able to access their homework from their TEAMS account, via their class page, assignments, and calendar

Academy's responsibilities

- The subject leader is responsible for setting appropriate home learning activities.
- The class teacher is responsible for tracking the completion of homework
- The class teacher is responsible for monitoring the quality of homework, and using the data from homework to inform future teaching and re-teach
- Directors of Faculty and Subject Leads are responsible for monitoring the quality of homework, and using the data from homework to inform curriculum delivery across the department.

Parents'/Carers' role in homework

- Parents/carers should support students with their homework but accept that their role will become less and less important as students become more responsible and independent.
- Parents/carers should try and provide a reasonable place where students can work or encourage them to make use of the academy's facilities.
- Parents/carers should encourage students to meet homework deadlines.
- Parents/carers should make it clear to students that they value homework and support the Academy in explaining how it can help them to progress.
- Parents/carers should encourage students and praise them when homework is completed.

7. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

- The policy should be read in conjunction with the Ark Boulton Feedback Policy.
- This policy will be reviewed annually.