TADCASTER GRAMMAR SCHOOL

Home Learning Policy

Staff Responsible	Deputy Headteacher: Teaching & Learning
Policy reviewed	SEP 26
Next Review	SEP 28

Introduction

At Tadcaster Grammar School, home learning is an important part of teaching and learning. It should have a clear purpose and complement the learning that takes place in school.

Effective home learning gives pupils opportunities to retrieve and consolidate important knowledge, practise and develop skills, prepare for future learning and develop increasing independence. It should support our ambition that every pupil learns, makes progress and is able to be their best.

Home learning should be purposeful, proportionate and accessible. The nature and frequency of home learning will vary between subjects and key stages because effective home learning should be shaped by the curriculum rather than by a requirement to set work for its own sake.

Principles of Home Learning

Home learning at TGS should:

- **Have a clear purpose -** tasks should support the curriculum and have a clear connection to pupils' learning.
- **Help learning stick** - home learning should provide opportunities to retrieve, practise and consolidate important knowledge and skills.
- **Develop independence** - as pupils progress through school, home learning should help them develop the habits, organisation and self-regulation needed to become increasingly independent learners.
- **Be appropriately challenging and achievable -** expectations should remain ambitious while taking account of pupils' needs and potential barriers to completion.
- **Be inclusive and accessible** - pupils should be able to understand what is required and access the resources and support their needs.
- **Be proportionate** - the quality and purpose of home learning are more important than simply setting a particular quantity of work.

The Purpose of Home Learning:

Home learning may be used to:

- **Retrieve and consolidate** - recalling previously taught knowledge and strengthening long-term memory.
- **Practise** - applying knowledge or practising subject-specific skills.
- **Read** - developing subject knowledge, vocabulary and future learning.
- **Revise** - preparing effectively for assessments and examinations.
- **Improve** - responding to feedback or improving previous work where appropriate.
- **Develop independence** - particularly at KS4 and KS5, undertaking wider reading,

research and independent study appropriate to the subject.

Subjects will determine the most appropriate form and frequency of home learning according to their curriculum and the age and stage of pupils.

Making Home Learning Accessible

We recognise that pupils have different circumstances and that barriers to completing home learning can arise for a range of reasons. High expectations should be maintained for all pupils, alongside appropriate support to enable them to meet those expectations.

Teachers should consider accessibility when setting home learning by ensuring that instructions are clear, resources are available and pupils understand what they are expected to do. Where a pupil experiences a barrier to completing home learning, appropriate support or reasonable adaptation should be considered.

Pupils should be encouraged to seek help before a deadline where they are unsure about a task or are experiencing difficulty completing it.

Support available in school to support students with homework completion

Pupils who need additional help with home learning are encouraged to speak to their subject teacher. The school provides opportunities for pupils to access appropriate spaces, resources and support for home learning. Details of current provision are communicated to pupils and families separately. As a school we provide lots of support to assist all our learners with the completion of set tasks. Many departments offer lunchtime and after school support sessions, for all Key Stages. We also open the ILC after school from 3.15-4.30 every Monday-Thursday, as we realise that it is not always possible to find a quiet area at home to complete work and the ILC offers the perfect working environment. We also have the SDC which is open every break and lunch to support students with homework.

How parents and carers help students with homework

- Help your child by going through homework tasks and checking he/she understands what has to be done
- Reinforce and discuss the importance of completing homework in order to make progress
- Provide a suitable environment in which work can be done
- Encourage students to attend after break or lunch time support sessions in the ILC or after school in the ILC
- Monitor the completion of homework and contact your child's form tutor if they are having difficulties completing set work.

Setting and Recording Home Learning

Home learning will be recorded on **Class Charts**, including sufficient information for pupils to understand the task and the deadline for completion. Additional resources may be provided through Google Classroom or other appropriate subject platforms.

Pupils are responsible for checking Class Charts regularly and managing their deadlines. Teachers will ensure that instructions and resources are sufficiently clear for pupils to complete the task independently.

More information on how to use Class Charts for homework can be viewed via the link HERE - **CLASS CHARTS GUIDE.**

Feedback on Home Learning

Not every home learning task required individual written marking. The form of feedback should reflect the purpose of the task and may include self-marking, automated feedback, whole class feedback, peer or self-assessment, verbal feedback, teacher review or use of work in subsequent teaching.

Where home learning provides evidence of misconceptions or gaps in understanding, teachers should use this information to inform subsequent teaching.

Artificial Intelligence (AI)

Generative AI can support learning when used appropriately, but it must not replace the thinking, practice and independent work that home learning is designed to develop.

Pupils should follow their teacher's instructions about whether and how AI may be used for a particular task. Where its use is permitted, pupils remain responsible for checking the accuracy and quality of any information generated and acknowledging its use where required.

Pupils must not submit AI-generated content as their own work or use AI where this would **undermine the purpose of the task or breach assessment or examination regulations.**

Where the purpose of home learning is retrieval, practice, assessment or demonstrating a pupil's own knowledge and understanding, pupils are expected to complete the work independently unless their teacher has specifically authorised another form of support.

Roles and responsibilities

Teachers and Teaching Assistants will ensure that the homework task is purposeful and meets the learning goals of the lesson.

Teachers set purposeful, accessible home learning; give clear instructions and reasonable deadlines; provide appropriate resources/support; and respond appropriately to completion and learning.

Curriculum Team Leaders establish appropriate subject expectations, ensure these align with the whole-school policy and curriculum, and consider home learning as part of normal departmental QA.

Pupils check and complete home learning by the deadline, making a genuine effort, manage their time and seek help when needed.

Families are encouraged to support routines and organisation, encourage completion and contact the school where there are persistent difficulties. They should **not be expected to teach the content or ensure that work is correct.**

Monitoring and Evaluation

Home learning will be considered as part of the school's normal Teaching and Learning quality assurance processes. The focus will be on the pupil experience and whether home learning is purposeful, appropriately challenging, accessible and supportive of the curriculum.

Curriculum Team Leaders will review the effectiveness of home learning within their subjects and make adjustments where appropriate. Quality assurance will focus on the quality and impact of home learning rather than compliance with a prescribed quantity of tasks.

Appendix 1 below: Individual Subjects one page policies for Homework

Homework policy for Art

KS3	KS4	KS5
Frequency: Homework tasks will be set very rarely at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis. Students are encouraged to attend extra support sessions to complete practical tasks for coursework & exam portfolio work. Teachers will be available at dedicated times after school to support students with this.	**Frequency:** Homework tasks will be set on a weekly basis. Students are encouraged to attend extra support sessions to complete practical tasks and Non-Examined Assessment (NEA) portfolio work. Teachers will be available at dedicated times after school to support students with NEA and exam portfolio tasks. Students are welcome and expected to use the Art 6th form facilities independently during free time.
Types of task: Students will be assigned homework focused on refining their work or completing tasks that are essential to their projects. Homework will only be given when it is purposeful to the project's progress and to extend understanding, to contribute meaningfully to advancing the work.	**Types of task:** - Students should aim to complete 45 minutes of independent work at home each week on their coursework projects. - Additionally, students are required to attend one extra session during lunch or after school. The department offers a number of break and lunchtime opportunities to use specialist materials and access additional support.	**Types of task:** - Students should aim to dedicate 180 minutes per week to independent work on their coursework/exam portfolios, whether at home or at school. - Additionally, students are expected to complete two extra sessions during their free time, such as during lunch or after school, to further progress their work.
Strategies to support vulnerable learners: ● The Art rooms are open on lunch times to support students. ● Art teachers work to support individuals at lunch and some after school sessions. ● Tasks are differentiated to meet needs of learners, for example using key words/thoughts to annotate artwork, the main aim isn't compromised. ● Tasks are adapted to meet the needs of learners on an individual basis at KS4/5. Artists and images provided at KS4 are appropriate to students' individual ideas. ● Class work is posted on Google Classroom, alongside homework on class charts at KS4/5.		

Homework policy for Business, Economics and Law

KS3	KS4	KS5
Frequency: Students only have one Business/Economics lesson of 1 hour per week so this is a total of around 6 lessons per half term. Students will be expected to complete one homework for each half term and this should take one hour.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week.
Types of task: ● Research for their local entrepreneur project ● Consolidation of prior learning for end of term assessments. ● Google Quizzes ● Research and preparation for future tasks.	**Types of task:** ● Consolidation of prior learning ● Practise examination papers ● Current event analysis ● Google Quizzes/ MCQ questions ● Fill in the gaps exercises ● GCSE BBC Bitesize activities ● Research and preparation prior to topics being taught	**Types of task:** ● Flipped Law Preparation tasks ● Google Quizzes ● Consolidation of prior learning ● Past examination questions ● Watching podcasts ● Directed revision ● Independent wider reading for UCAS
Strategies to support vulnerable learners: ● Record homework on Class Charts or the Google Classroom ● Ensure students understand the task, what is required, and that the tasks are coherently recorded in students' planners. ● Encourage students to explain the task to the teacher/teaching assistant, if appropriate. ● Encourage students to seek assistance from teachers for additional support if needed.		

Homework policy for Computing

KS3	KS4	KS5
Frequency: Homework tasks will be set in some projects but not all. They will be supplementary to lessons, as in class we will be using specialist software.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend between 30 minutes and an hour on these tasks - coding is crucial to success in this course and the only way to master the skills is through practice.	**Frequency:** Homework tasks will be set on a fortnightly basis across all KS5 groups. Students must regularly code to build up the skills needed to succeed in this course.
Types of task: Research examples of… Gather images for …	**Types of task:** In year 10 students will get a weekly coding task, called code@home. The date they are assigned and collected will be consistent each week. There will also be weekly support sessions for students to get help, or just to get their work done. In year 10 the work will transition to a mix of coding and exam practice work, with the frequency still being weekly.	**Types of task:** Regular coding tasks to extend and reinforce skills Theory tasks based upon the textbook or other materials Practice exam questions And once the Non-Exam Assessment starts towards the end of year 12, students will be expected to work for several hours a week on this until it is submitted at February of year 13.

Strategies to support vulnerable learners:

- Record homework on Class Charts or the Google Classroom
- Ensure students understand the task, what is required, and that the tasks are coherently recorded in students' planners.
- Encourage students to explain the task to the teacher/teaching assistant, if appropriate.
- Encourage students to seek assistance from teachers for additional support if needed.

Homework policy for Design and Technology

KS3	KS4	KS5
Frequency: Homework tasks will be set very rarely at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week.
Types of task: ● Students will be asked to polish work for homework / complete tasks which are part of the projects. Homework will not be set unless it is key to the project and must always have an impact on moving work forward.	**Types of task:** ● Students should aim to do 45 minutes of independent work at home on their coursework projects as standard every week ● Students are also required to do one additional session at lunch or after school to move work forward using specialist tools and software.	**Types of task:** ● Students should aim to do 180 minutes of independent work at home/school on their coursework projects as standard every week ● Students are also required to do two additional sessions during free time, lunch or after school to move work forward using specialist tools and software in the classrooms.
Strategies to support vulnerable learners: ● Students have access to lunch time and after school sessions to provide expert technical support ● Priority checking and marking for vulnerable		

Homework policy for Drama

KS3	KS4
Frequency: Homework tasks will be set very rarely at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week.
Types of task: Homework tasks will be rarely set and these will be as and when appropriate related to the learning including: ● Learning lines ● Extra research ● Catching up on missed learning or unfinished planning work	**Types of task:** ● Key Vocab learning ● Watching advised performances ● Completing essays/ exam questions ● Improvements from tasks completed in lessons ● Revision tasks ● Learning lines ● Research tasks ● Coursework completion- Component 2 devising log

Strategies to support vulnerable learners:

- All homework is posted on the classroom with (depending on the task) printed copies also available
- Extra resources are provided for most tasks including structure, examples and range of tasks
- Students are checked for understanding and explain the task to the teacher/teaching assistant, if appropriate.
- Students are encouraged to seek assistance from teachers for additional support if needed.

Homework policy for English

KS3	KS4	KS5
Frequency: Homework tasks will be set fortnightly at KS3. Students will spend a minimum of 30 minutes on these tasks. Students should also be reading for at least 20 minutes everyday.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week. Students should also be reading for at least 20 minutes everyday.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups and are a vital part of learning. Students will spend a minimum of 3 hours on these tasks every week. Students should also be reading everyday and have reading lists with suggestions..
Types of task: -Google Quizzes to check for understanding -Reading of linked texts and completion of questions to extend their knowledge of the unit -Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. drafting for an end of unit assessment. -Learning the spelling and key subject terminology e.g. dramatic/poetic techniques. -Research in preparation for future tasks to support learning e.g. contextual research for authors, literary styles and periods in time. -Practise and develop skills e.g. being able to evaluate techniques and interpretations in analytical paragraphs. - Use of SIT to improve or develop written responses.	**Types of task:** -Google Quizzes to check for understanding -Reading of critical articles and completion of questions to deepen knowledge - Practise examination questions - Research tasks e.g. research the social and historical contexts of exam texts. - Embed key subject content in long term memory, e.g. memory recall tasks such as learning key terminology, key events, characterisation and key themes. -Extension of learning from the lesson e.g. consolidation of understanding through writing analytical paragraphs. -Learning and revision for class tests and examinations e.g. mind maps, flash cards and other graphic organisers. -Use of SIT to improve or develop written responses. - -Develop broader understanding of the topic through wider reading.	**Types of task:** -Google Quizzes to check for understanding - Reading critical materials to deepen knowledge - Revise to embed key subject content in long term memory, e.g. the learning of key terminology and literary concepts. - Lesson preparation work, including reading and annotation of texts. - To prepare and answer exam-style questions based on subject content, under timed conditions where appropriate. -Independent study and research including contextual research and finding texts for analysis. - Practise key skills e.g. annotation, analysis, application of theory, and developing writing skills. - Completion of Non-Exam Assessment tasks. - Read around the subject, as directed and independently. - Use of SIT to improve or develop written responses.

Strategies to support vulnerable learners:

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Students can explain the task to the teacher/teaching assistant, if appropriate.
- Students are encouraged to seek assistance from teachers for additional support if needed.
- Provide differentiated/scaffolded resources if appropriate or provide exemplar outcomes if appropriate.

Homework policy for Food, Nutrition and Care

KS3	KS4
Frequency: Homework tasks will be set very rarely at KS3. Students will spend a maximum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week.
Types of task: - Weighing and measuring ingredients for practical Food lessons. - Gathering sensory feedback on dishes and evaluating WWW and EBI for practical outcomes. - Research for design tasks in Textiles.	**Types of task:** - Weighing and measuring ingredients for practical lessons. - Gathering sensory feedback on dishes and evaluating practical outcomes. - Worksheets and questions relating to topics covered in lessons. - Retrieval practice and revision tasks. - Research for coursework (Yr11).
Strategies to support vulnerable learners: - Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners. - Students can explain the task to the teacher/teaching assistant, if appropriate. - Students are encouraged to seek assistance from teachers for additional support if needed. - Provide differentiated/scaffolded resources if appropriate or provide exemplar outcomes if appropriate.	

Homework policy for French

KS3	KS4	KS5
Frequency: Homework tasks will be set at least fortnightly at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week.
Types of task: * Learning spellings and meanings of key vocabulary * Learning key grammatical structures * Active Learn / Active Hub online tasks (listening, reading, translation,..) *Vocabulary building tasks on Wordwal /Memrise /Quizlet *grammar/translation worksheets	**Types of task:** * Learning spellings and meanings of key vocabulary * Learning key grammatical structures *Vocabulary building tasks on Wordwall/Memrise/Quizlet * Active Learn / Active Hub online tasks (listening, reading, translation,..) *writing paragraphs / completing key questions *learning key questions	**Types of task:** * Learning spellings and meanings of key vocabulary * Learning key grammatical structures * Research / presentation tasks * Reading (L'Etranger) * Essay writing (Au Revoir les Enfants / l'Etranger)) * Translation tasks * Summary tasks * Past papers * Independent reading / listening

Strategies to support vulnerable learners:

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Students can explain the task to the teacher/teaching assistant, if appropriate.
- Students are encouraged to seek assistance from teachers for additional support if needed.
- For KS4 students, drop in sessions are offered at lunchtime once a week
- Provide differentiated/scaffolded resources if appropriate
- Use of green vocabulary books containing key vocabulary for support
- Vocabulary lists also available on the Google Classroom in Key Resources

Homework policy for Geography

KS3	KS4	KS5
Frequency: Homework tasks will be set at least twice a half term at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set at least once every two weeks, but more likely on a weekly basis. Students will spend a minimum of 45 minutes on longer tasks. .	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. A minimum of 90 minutes should be spent on these tasks every week. This will be in addition to reading.
Types of task: -Google Quizzes -Reading geography related news stories -Learning the spelling and key subject terminology by creating revision resources for key term quizzes in the lesson. -Pre-learning for lesson activities, for example research tasks. - Fieldwork related tasks such as Clone town surveys, sustainable urban area assessments - Use of time to improve or develop written responses in green pen. -Revision activities for end of unit assessments. -Competitions (1 per term where appropriate) with prizes awarded and winners shared school wide.	**Types of task:** -Google Quizzes -Reading geography related news stories - Practise examination questions. - Research tasks to help prepare for future lessons -Learning the spelling and key subject terminology by creating revision resources for key term quizzes in the lesson. -Learning and revision for class tests and examinations e.g. mind maps, flash cards and other graphic organisers. -Use of SIT to improve or develop written responses. - -Develop broader understanding of the topic through wider reading.	**Types of task:** -Google Quizzes -Reading geography related news stories - Lesson preparation work, such as reading of shared texts or watching Ted Talks - To prepare and answer exam-style questions based on subject content, under timed conditions where appropriate. - Completion of Non-Exam Assessment tasks. - Read around the subject, as directed and independently. ▪ - Use of SIT to improve or develop written responses. Trial use of highlighted sections in submitted essay answers for students to work on.

Strategies to support vulnerable learners:

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Ensure that homework tasks are set in classcharts.
- Students can explain the task to the teacher/teaching assistant, if appropriate.
- Students are encouraged to seek assistance from teachers for additional support if needed.
- Provide differentiated/scaffolded resources if appropriate or provide exemplar outcomes if appropriate.

Homework policy for German

KS3	KS4	KS5
Frequency: Homework tasks will be set fortnightly at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week. Students should also be independently keeping up to date with German current affairs and developing reading / listening skills by accessing online resources / internet radio / TV + films etc.
Types of task: * Learning spellings and meanings of key vocabulary * Learning key structures * Language Gym tasks	**Types of task:** * Learning spellings and meanings of key vocabulary * Learning key structures * Language Gym tasks * Seneca Learning tasks * Active Learn / Active Hub tasks * Writing tasks	**Types of task:** * Learning spellings and meanings of key vocabulary * Learning key structures * Research / presentation tasks * Reading (der Vorleser) * Essay writing (Good Bye, Lenin! / der Vorleser) * Translation tasks * Summary tasks * Past papers * Independent reading / listening

Strategies to support vulnerable learners:

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Students can explain the task to the teacher/teaching assistant, if appropriate.
- Students are encouraged to seek assistance from teachers for additional support if needed.
- Provide differentiated/scaffolded resources if appropriate
- Unit booklets contain key vocabulary for support / over-learning.

Homework policy for History

KS3	KS4	KS5
Frequency: Homework tasks will be set twice a half term. Students will spend 20/30 minutes on these tasks.	**Frequency:** Homework tasks will be set at least once every two weeks, but more often on a weekly basis across all KS4 groups. Students will spend 10/15 minutes on smaller tasks and 30 minutes on planning and preparation tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week. Students should also be reading everyday.
Types of task: ● Quizzes ● Reading tasks ● Pre assessment preparation documents	**Types of task:** ● Quizzes ● Reading tasks ● Question preparation plans ● Revision materials ● Timelines ● Research projects ● Booklet tasks	**Types of task:** ● Reading ● Essay planning ● Essay writing ● Learning journals ● Book reviews
Strategies to support vulnerable learners: - Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners. - Students can explain the task to the teacher/teaching assistant, if appropriate. - Students are encouraged to seek assistance from teachers for additional support if needed. - Provide differentiated/scaffolded resources if appropriate or provide exemplar outcomes if appropriate.		

Homework policy for Life Skills

KS3	KS4
Frequency: Homework tasks will be set very rarely at KS3. Students will spend a maximum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set rarely at KS4 but when considered appropriate by the class teacher. Tasks will be a maximum of 45 minutes.
Types of task: ● Finishing off assessments ● Learning and using keywords ● Google Quizzes ● Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. drafting for an end of unit assessment. ● Research in preparation for future tasks e.g. ● Continuing of projects, or research towards group work or debates	**Types of task:** ● Finishing off assessments ● Learning and using keywords ● Google Quizzes ● -Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. drafting for an end of unit assessment. ● -Research in preparation for future tasks e.g. ● Continuing of projects, or research towards group work or debates ● Mind Maps or reflective pieces
Strategies to support vulnerable learners: ● All resources placed on Google Classroom ahead of lessons ● Keyword sheets to be placed in books and on Google Classrooms ● Scaffolds to be used where necessary and appropriate ● Communication and help via classrooms is encouraged ● Liaison with the Learning Support Department is encouraged.	

Homework policy for Mathematics

KS3	KS4	KS5
Frequency: Homework tasks will be set on a weekly basis for Maths across all KS3 groups. Students should spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis for Maths across all KS4 groups. Students should spend a minimum of 45 minutes on these tasks every week.	**Frequency:**Homework tasks will be set on a weekly basis for Maths across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week.
Types of task: -Personalised compulsory homework for each student is set on Sparx maths (AI platform) based on their prior attainment and the content covered in recent lessons. - These tasks build on prior learning and support retrieval practice. Students should do their working out alongside the book codes in their exercise books to help complete the online tasks. --XP Boost/Target – additional tasks which are optional for all students to enhance understanding and mastery. -Video support is available to help if students struggle with a particular task or concept.	**Types of task:** The following KS4 homework tasks are sometimes set in addition to the Sparx tasks for Years 7-9. 1. Practice of past examination papers. 2. MathsPad tasks. 3. Sparx tasks based on areas of development (will be shown on student question level analysis feedback) 4. Past paper booklets and practice papers.	**Types of task:** Homework tasks will be set each week, some of which will be directed by the classroom teachers, others as part of independent learning. -Teachers are happy to support Y12/13 students with bespoke questions – but the onus is on the student to state which topic/ area they require support on. The following tasks are typical of homework set for a KS5 student: -Finishing work started in lessons e.g. textbook exercises. -A focus on mixed examination questions. -Completion of past examination papers. -Revision in preparation for exams/assessment. -Preparation/reading for upcoming topic.
Strategies to support vulnerable learners: -Video support is available to help if students struggle with a particular task or concept. -Teacher support to ensure details are written in students' planners. -Extra support available in the SDC. -Reminders given during lessons. -Tasks scaffolded where appropriate. -Use of PhotoMath style apps to answer questions is forbidden		

Homework policy for Music

KS3	KS4
Frequency: Homework tasks will be set very rarely at KS3.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week. Students should also be reading everyday.
Types of task:	**Types of task:** **Performance** 30% of GCSE Music is performance based and as such students are expected to carry out regular, ideally daily, practice of at least 15 minutes at a time. They will be set different performance deadlines in lessons to work towards. **Composition** 30% of GCSE Music is composition based. In Year 10 students will be set composition tasks to complete in their own time and in Year 11 they will be expected to work on their NEA coursework outside of lesson time. **Understanding** 40% of GCSE Music is 'Understanding Music' which involves a variety of listening questions in a final exam. To prepare for this students will be given short listening activities throughout Year 10 and 11.
Strategies to support vulnerable learners: **Performing** - Instrumental lesson discounts are available for those students in receipt of Free School Meals or Working Tax Credits. https://northyorkshiremusichub.co.uk/fees/ **Composing** - tasks will be scaffolded to allow students to make good progress and understand the next steps of their tasks. Due to smaller class sizes more individualised support can be given. **Listening** - revision guides will be suggested to highlight keywords. There will be frequent checking of understanding and personalised support with any gaps in learning.	

Homework policy for Physical Education and Sports Studies

KS3	KS4
Frequency: Homework tasks will never be set at KS3 PE.	**Frequency:** Homework tasks will be set on a weekly basis for KS4 GCSE PE and Sports Studies. Students will spend a minimum of 45 minutes on these tasks every week.
Types of task when set:	**Types of task:** ● Reinforce and extend learning in class by completing extended writing exam questions. ● Completion of past exam papers where appropriate. ● Embed key subject content in long term memory, e.g. learning key terms. ● Completion of coursework tasks ● Revision for upcoming end of unit tests and/or mock exams. ● Use of SIT tasks to improve and develop understanding.. ● Pre-learning tasks for upcoming content. ● Reading tasks from AfPE.
Strategies to support vulnerable learners: - Ensure students understand the homework task, including what is required from them, and ensure tasks are recorded in students' planners and set online (GC or CC). - Ensure students are able to explain the task to the teacher/teaching assistant, if appropriate. - At KS4, PE teachers work to support individuals with coursework completion and exam prep during lunchtime drop in sessions - Students are encouraged to seek assistance from teachers for additional support if needed. - Provide differentiated/scaffolded resources if appropriate or provide exemplar outcomes if appropriate.	

Homework policy for RPE

KS3	KS4	KS5
Frequency: Homework tasks will be set very rarely at KS3. Students will spend a minimum of 30 minutes on these tasks.	**Frequency:** Homework tasks will be set on a weekly basis across all KS4 groups. Students will spend a minimum of 45 minutes on these tasks every week. Students should also be reading everyday.	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week. Students should also be reading everyday.
Types of task: ● -Google Quizzes ● -Reading / Researching projects ● -Learning the spelling and key subject terminology ● - Drafting scripts for verbal presentations ● - Revision for end of unit tests	**Types of task:** ● Google Quizzes ● -Reading/ Research tasks or projects ● - Practise examination questions against the clock individually, in groups for harder questions. ● - Research tasks e.g. research key aspects of each unit as pre- learning. ● - Flip learning- completing work before the lesson so that content can be taught at a higher level as there is already basic knowledge or key information learnt. ● - An array of revision resources for the end of unit tests and mocks.	**Types of task:** ● - Revise to embed key subject content in long term memory, e.g. completing revision mats and Jigsaws per sub unit.. ● - Lesson preparation work, including reading and annotation of texts from scholars and Biblical references.. ● - To prepare and answer exam-style questions based on subject content, under timed conditions where appropriate in Guided Learning (Year 13) and class assessments (Year 12). ● -Independent study and research- each topic students are provided with extra reading extracts or online videos to watch and complete revision notes on. ● - Practise key skills e.g. annotation, analysis, application of theory, and developing writing skills- use of PEEL and TRADEC worksheets. ● - Loom videos for exact content or for any missed lessons / other online teachers.

Strategies to support vulnerable learners: ● Paired and group work ● Goals, roles and scaffolds/ Random selector. Socratic talk, Pose, Pause, Pounce, Bounce- all talking and discussion tools that are scaffolded to ensure that no student is left behind and that the culture of the room is to always partake in learning with others. ● Students can explain the task to the teacher/teaching assistant, if appropriate. ● Students are encouraged to seek assistance from teachers for additional support if needed. ● Provide differentiated/scaffolded resources if appropriate or provide exemplar outcomes if appropriate. ● Use of seating plans correctly according to needs. ● Use of access arrangements according to needs.		

Science Homework Frequency and nature of tasks set

KS3	KS4	KS5
Frequency: **Year 7 and 8** A minimum of 60 minutes of homework should be set once per topic. For split classes all teachers will set homework. **Year 9** Each teacher (Biology, Chemistry and Physics) will set a minimum of 20 minutes of homework TWICE per topic.	**Frequency:** Homework tasks will be set on a fortnightly basis. Biology and Chemistry homework will be set on a week 1. Physics homework will be set on a week 2. A minimum of 90 minutes homework should be set each fortnight (30 minutes for each of Biology , Chemistry and Physics)	**Frequency:** Homework tasks will be set on a weekly basis across all KS5 groups. A minimum of 90 minutes of homework should be set. If a class is split between two or more teachers the 90 minutes will also be split as per the teaching hours split between the staff. For example if two staff teach an equal number of periods, each will set 45 minutes of homework per week.
Types of task: ● Educake electronic quizzes/question tasks which are self-marking and provide feedback directly to students should be set. Where possible work set should be based on previous topics rather than current ones, this could include work from previous academic years.	**Types of task:** **Year 10 set 1,2,3 and Year 11 set 2,3** ● Educake electronic quizzes/question tasks which are self-marking and provide feedback directly to students should be set. Where possible work set should be based on previous topics rather than current ones, this could include work from previous academic years. **Year 11 set 1** ● Past paper questions should be set. Feedback will be given by whole class feedback/teacher modelling. Where possible work set should be based on previous topics rather than current ones, this could include work from previous academic years.	**Types of task:** Examples of tasks that might be set: ● Consolidation questions from a textbook or worksheet ● Past paper questions ● Writing up a core practical ● Revising for tests – to include independent work ● Electronic online homework tasks for example Isaac Physics

Strategies to support vulnerable learners:

- All homework to be set on class charts to help students with their organisation
- Students to be given a full week to complete any homework and encouraged to seek help from their teacher when unclear of tasks
- Staff to ensure that tasks are appropriately scaffolded with very clear instructions. Talking through the task in class should be considered
- Where Educake is used, staff should give careful thought to the level of difficulty of tasks and if necessary set a different task for any vulnerable learner that may require it

Homework policy for Social Sciences

KS5
Frequency: Homework tasks will be set on a weekly basis across all KS5 groups. Students will spend a minimum of 180 minutes on these tasks every week. Students should also be reading everyday.
Types of task: ● -Reading homework will be set regularly ● - Revise to embed key subject content in long term memory, e.g. the learning of key theories and terminology. ● -To plan longer answer exam style questions ready to sit timed questions in class ● - To answer exam-style questions based on subject content, under timed conditions where appropriate. ● -Independent study booklets are provided and should be followed ● - Practise key skills e.g. analysis, evaluation of core studies/case studies. ● - Read around the subject, as directed and independently. ● - Improve longer answer questions and act on feedback.
Strategies to support vulnerable learners: ● Regular checks of independent study and managing workload ● Specific tasks given in order to improve written responses ● Access to support for independent study and revision skills ● Tasks scaffolded where appropriate and model answers provided ● Reminders given for deadlines and expectations around assessment

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