

THE SYDNEY RUSSELL SCHOOL



SRS Homework Policy

Homework is an important part of our students' learning journey, contributing to the currency, character and culture of our school. For homework to be effective it must be stimulating, challenging and an integral part of the curriculum.

Our homework policy is centred around our school vision:

Currency: homework enables students to practise new learning, embed new skills and recall prior learning to improve their retention of knowledge and skills.

Character: homework goes beyond just the task itself; it helps learners take control of their workload and improve their time management skills. Research shows that homework set with a deadline helps students to develop the skill of prioritisation, and in turn, this enables them to think independently and develop problem-solving skills and resourcefulness.

Culture: homework is part of our culture of high expectations and is an important part of developing young people as life-long learners in our all through school.

It is important that we have consistency across the school to ensure teachers and pupils are aware of what is expected of them regarding homework. As a school, we have carefully considered the following:

- The quality and purpose of homework
- The frequency of homework given
- The monitoring of homework
- The communication with parents



SRS Primary Homework Policy

English

Daily reading with a parent/guardian of a book matched to reading age and ability. This is recorded in the child's HomeLink book and certificates can be achieved for various checkpoints.

Y1-6 – weekly comprehension activities set online via the PurpleMash platform.

Y1-6 – weekly spellings set based upon key spellings for the particular year group or linked to the theme of learning for that term. This forms part of a weekly quiz.

Maths

Daily practise of numberbonds or times tables via the Numbots or Times Tables Rockstars platforms. This forms part of a weekly quiz for some year groups.

Y1-6 – Weekly activities linked to the topic of learning set on MyMaths for completion.

Reception – Weekly activity packs sent home for parents to engage in mathematical games or practical tasks with their child to support their number and pattern development.

Theme

Prior to the start of a new theme, a project linked to the new theme of learning is set so that the children can explore an aspect of the theme. This project is designed to be collaboratively completed with the support of the parents/guardians over the term or half-term break.

SRS Secondary Homework Policy

- Homework must be issued to all year groups, in all subjects and to all students.
- Homework must be issued in appropriate quantities and completion dates must be both clear and manageable. All homework should allow students one week to complete their homework.
- Homework must be carefully planned alongside the programme of study.
- Homework must be adapted to meet the needs of individual students.
- Homework activities must be meaningful, stimulating and purposeful.
- Feedback on homework must be constructive. Students must be given recognition for their effort and work well done.
- Feedback on homework is a crucial aspect of learning and can take many forms. It is not always appropriate for all homework tasks to be marked by the teacher, but all homework will be assessed. Some homework may be peer or self-assessed to enhance understanding and encourage reflection.
- Parents/carers will be informed of homework set via EduLink.
- Teachers may use the online platform, Teams, to set homework.

The frequency of homework and the purpose of homework varies by department to enhance their programme of study. The frequency of homework is related to the number of periods the student is timetabled for in that subject per week. For example, core subjects such as Maths and English will issue more homework than subjects such as Music, Art, Drama, Computing, Food Technology and P.E.

Guidelines as to the likely amount of homework set are outlined by Key Stage, below.

Key Stage 3

Subject	Homework frequency
English	Regular reading (minimum of 3x per week) 1x written h/w on a three-week basis either peer/ self or teacher assessed.
Maths	x1 per week
Science	x1 per fortnight
Languages	x1 per fortnight
Computing	x2 per half term
History	x2 or 3 per half term
Geography	x2 or 3 per half term
Music	15 minutes practise 3 times per week for Y7 & Music Scholars in Y8 & Y9
Drama	x1 per half term

DT / Food	x1 per half term
Art	x1 per half term
Personal Development	X1 per week

Key Stage 4

Subject	Homework frequency
English	X1 written homework every three weeks.
Maths	X1 per week
Statistics (GCSE)	X1 per week
Biology	Yr 10 – x1 per 2 weeks Yr 11 – x1 per 2 weeks + weekly Tassomai
Chemistry	Yr 10 – x1 per 2 weeks Yr 11 – x1 per 2 weeks + weekly Tassomai
Physics	Yr 10 – x1 per 2 weeks Yr 11 – x1 per 2 weeks + weekly Tassomai
Combined Science	Yr 10 – x1 per week Yr 11 – x1 per week + weekly Tassomai
French	X1 per 2 weeks
Spanish	X1 per 2 weeks
Computer Science (GCSE)	X1 per 2 weeks
IT (Vocational)	X1 per 2 weeks (except where students are doing PSAs)
History	X1 per week
Geography	Year 10 – 1 Quizlet per week Year 11 – 2 Quizlets and 1 piece of exam practice per week
Music	X1 per week plus daily practice on principal instrument
Drama	X1 per 2 weeks for theory lessons but practical rehearsals expected twice per week, either independently or as a group
DT	X2 per week 1 homework is theory 1 homework is linked to completion of NEA work, learners complete any work that was not finished in the lesson.

Food	X1 per 2 weeks for theory lessons. This may change depending on if there is a double practical some weeks.
Art	X1 per week
Photography	X1 per week
PE (GCSE)	X1 per week
PE (Vocational)	X1 per week
Dance	X1 per week
Sociology	X1 per week
Business	X1 per week
Economics	X1 per week
Media Studies (GCSE)	X1 per 2 weeks
Media (Vocational)	X1 per 2 weeks

Key Stage 5

Subject	Homework frequency
English Literature	X1 per 2 weeks
Maths	X1 per week
AS Further Maths	X1 per week
Art	X1 per week (equivalent of 3 hours of work- final pieces, research, annotation)
Photography	X1 per week
Business Studies	X1 per 2 weeks
Economics	X1 per 2 weeks
Chemistry	X1 per 2 weeks
Biology	X1 per 2 weeks
Physics	X1 per 2 weeks
Computer Science	X1 per 2 weeks
Geography	X1 for every lesson (knowledge sheet – summarising lesson), x1 every 2 weeks exam practice
History	X1-2 per week
Sociology	X1 per 2 weeks (Weekly reflection sheets)

EPQ	NA
Media Studies	X1 per week
Music	X2 per week plus daily practise on their principal instrument.
Drama and Theatre	X1 per week for theory lessons but practical rehearsals expected twice per week, either independently or as a group.
Politics	X1-2 per week
Psychology	X1 every two weeks
PE	X2 per week
Spanish	X1 per week

Secondary Spaces to Complete Homework

The School Library

Students are welcome to study, read or play board games in our library before, during break times and after school.

The library is open from Monday – Friday, between these times:

8:00 am – 8:30 am

11:00 - 11:30 am

1:30 - 2:00 pm

3:00 – 3:30 pm

Homework club

Students are also welcome to study at Homework Club, should they need somewhere to study. The Homework Club will be supervised by a Learning Support Assistant (LSA).

The club is open from Monday – Friday, between these times:

3:00 pm – 4:00 pm

Room D0.02

Sixth Form

Sixth Form students can use the Common Room for late study.

Monitoring homework

The role of teachers, parents/carers and students

Class Teachers must:

- Set homework using EduLink.
- Monitor students' commitment to homework and log missed homework on EduLink. The teacher must ask the student to write the detention in their planner.
- Ensure that homework issued is recorded by all students in the student planner (we advise that the 'Do Now' time in the lesson is used to do this).
- Instructions are stated clearly.
- Keep up-to-date records of assessment, homework issued, completed and not.
- When a student completes a h/w detention with you, you must sign it off in their planner.

Parents/Carers must:

- Parents/Carers are asked to sign the student planner weekly. This includes monitoring whether any detentions have been set for non-completion of homework.

Parents, carers and families can make a hugely positive difference to their child's learning.

How to support your child's learning from home:

- Set a regular time every day for homework.
- Encourage reading.
- Help your child to work in a quiet environment – e.g. this might mean removing any computer games consoles until after your child has finished their work. Please see above for information on the spaces available in school where your child may work quietly if this is preferable.
- Encourage your child to take part in activities e.g., hobbies, clubs which will provide opportunities to develop a range of skills.

At every stage, pupils must:

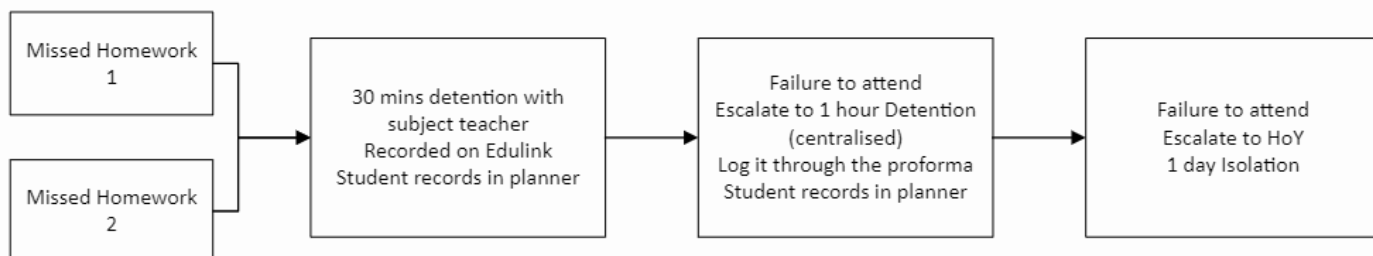
- Use the student planner to record homework.
- Use the student planner to record homework detentions.
- Be responsible for completion of homework to the best of their ability and to ensure it is completed on time.

Failure to submit homework

If a student doesn't complete their homework to a reasonable standard or fails to hand their work in by the given deadline, the subject teacher will issue the student with a 30-minute detention after school (not on the same day). The escalation procedure below outlines what will happen if the student continues to miss homework deadlines or fails to submit work of an appropriate standard:

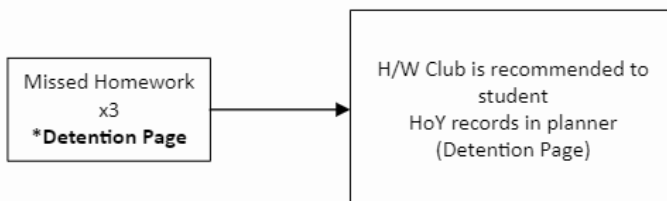
Escalation process

Stage 1



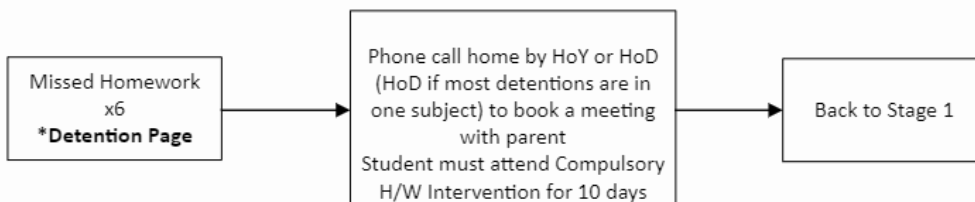
Stage 2

Form tutors to check detentions page as usual and send any students with 3 h/w detentions to the DHoY/HoY.



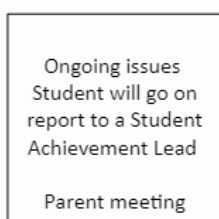
Stage 3

Form tutors to check detentions page as usual and send any students with 6 h/w detentions to the HoY.



Stage 4

Attendance to H/W Intervention will be monitored and classroom teachers will keep HoY and SA lead informed of any ongoing issues.



Homework detentions will be reset termly. This means that students who have homework detentions in their planner, will start again from 0. This will give students a fresh start to focus on their Attitudes to Learning, to ensure homework is completed on time and to a high standard. The next reset will be February half term, May half term and at the end of the academic year.

Attitudes to Learning

Students' commitment to their homework will contribute to their Attitudes to Learning grade. Please see the grade descriptors below:

Grade	Descriptor	Attitudes to Learning
1	Outstanding	The student is fully prepared, committed and working to the best of their ability in every lesson. The student often volunteers constructive contributions to lessons. The student is fully focused, attentive and cooperative at all times, helping fellow students to learn and staff to teach. The student often uses their initiative and takes an active and appropriate part in all class activities. Homework is always completed on time and to a high standard.
2	Good	The student tries hard in lessons and follows instructions willingly and thoroughly. The student contributes to class/group discussions and is always ready to learn, including having the correct books and equipment. The student has a good level of focus, attention and cooperation in class. The student is positive and helpful in lessons. Homework is completed on time to a good standard and is appropriate to his/her ability.
3	Inconsistent	The student usually engages in the lesson but sometimes needs reminding to keep on task and to give more effort. The student is usually willing and ready to learn but sometimes unprepared, e.g. forgetting books/equipment. The student's behaviour is usually acceptable but sometimes behaviour can be disruptive, making it harder for students to learn and teachers to teach. Homework is usually completed but not always on time, with evidence of the work being rushed and not reaching the standard of which the student is capable.
4	Poor	The student makes little apparent effort and needs frequent reminders to stay on task. The student is often not willing or ready to learn, frequently forgetting books and equipment. The student regularly displays disruptive behaviour which prevents other students learning and the teacher teaching. Homework is rarely completed on time or to the standard of which the student is capable.

Reading at SRS

All students at Sydney Russell School are expected to have a reading book as part of their school equipment. At Key Stage Three, part of a student's Attitudes to Learning grade in English will be reflected in the student's commitment to their reading homework; students in Year 7, 8 and 9 are all expected to read on a regular basis (their teacher will provide them with a more specific guideline), and should complete Accelerated Reader quizzes on the books that they read in and beyond their Library Lessons. When considering how to grade a student's attitude towards learning, English teachers will consider both the quality and quantity of books read over a period of time, as well as the number of Accelerated Reader quizzes taken. While students in Key Stage Four and Five will not follow the Accelerated Reader programme, they will be directed to complete wider reading tasks by their subject teachers when and where relevant, and are encouraged to read texts beyond the syllabus to maintain a healthy reading routine. Again, each subject teacher will consider the completion of reading homework tasks as part of the overall Attitudes to Learning grade.

Reading beyond the curriculum

At SRS, we encourage all students to establish a reading habit that will help to shape them into empathetic, well-rounded and life-long learners.

We have therefore curated a 'Recommended Reading List' that we think is both ambitious and interesting, and reflects many of the texts that teachers have read and loved. The books referred to are listed in an order, starting with those that are easier and then building to more challenging reads (within each year group and across all year groups).

The document outlines both the literature that is taught in the curriculum (labelled as 'core texts') and those that we suggest are read in students' own time. Teachers will not set the books from this list as something compulsory to read throughout the year – instead, the list should be seen as something that we hope students will engage with at their own leisure, in their own pace. We hope students find it valuable.

Read the full Recommended Reading resource from our website, here:

[SRS Recommended Reads](#)