

# Wellington School Homework Guide:

## Key Stage Three



### Context

The importance of homework is clear: educational research suggests it potentially adds up to five months' additional progress to pupil attainment when delivered and completed effectively.

Completing homework is therefore important but it can also be a challenge for pupils to manage, particularly in a world with increasing distractions and extensive commitments. At Wellington, working with our school community, we have determined, through fair and honest discussions and by utilising relevant research, an updated approach to homework for pupils, staff and parents which will endeavour to facilitate excellent learning at Key Stage Three.

**The School has determined the following requirements for homework at Key Stage Three to ensure it is completed effectively and its value is maximised:**

### Requisites

- **Homework will be timetabled and subjects will be allocated a specific number of opportunities to set work each fortnight:**
  - English, Maths and Science: 2
  - MFL: 4 (2 per language) in Y7 and 8; 2 in total in Y9
  - Art, Computer Science (Ys 8-9 only), Drama, Geography, History, Music, REP and Technology: 1

- Homework tasks will be no longer than forty-five minutes
- Pupils should spend up to one-and-a-half hours on homework each evening.  
Research suggests that this is an optimum time frame for focused, uninterrupted learning
- Pupils may wish to supplement their homework time with reading for pleasure

## **The Setting of Homework**

- Staff will be explicit in the focus and rationale behind tasks; for example, learning key vocabulary necessary for a topic, learning key information from knowledge organisers, or researching a topic that will be studied in the next lesson
- Staff will also ensure the task, details and submission date, as well as any necessary resources, are uploaded to Class Charts
- Staff have the autonomy to not set homework if it isn't pertinent at that point in pupils' learning; whilst homework is planned and designed to support all schemes of learning, there may be rare occasions where homework is not opportune and therefore the opportunity to not set this allows pupils more time to focus on other tasks
- If a pupil wishes to spend longer on their homework than prescribed then they may choose to do so
- To support pupils in managing their time and accessing necessary resources, homework deadlines will be a minimum of two **school** days. This will allow pupils to access any required resources at school if unable to at home
- The recognition of homework completion may take many forms: written or verbal feedback, the utilisation of the work in a subsequent lesson or the showcasing of excellent work

## **Supporting Pupils**

- Homework should be completed without distraction to maximise pupil engagement  
Pupils should ensure that typical distractions such as social media and electronic devices are avoided and that they complete work in a context conducive to dedicated effort

- Pupils may wish to utilise homework clubs and support in school
- All Key Stage Three pupils are provided with a termly collection of Knowledge Organisers to support their studies and homework completion
- Pupils should seek additional guidance from teaching staff, their tutors or the pastoral team when required
- Families entitled to Pupil Premium support are encouraged to communicate with the School should resources be required to support homework completion

### **When Homework Isn't Completed or is Below Expected Standard**

- Dependent on the impact on learning and curriculum knowledge, pupils will receive a consequential logical response to the non-completion of homework. This may involve a detention for its non-completion, additional support, time to revisit the task, or an extension for submission where appropriate
- If homework issues are persistent and/or pertinent to a particular subject(s), departments may intervene on a departmental level to best support the pupil
- Similarly, pastoral teams will intervene where necessary to best support pupils
- Should pupils spend the allotted time on their homework yet not wholly complete the task, they will not be sanctioned as long as the member of staff is satisfied the pupils has spent an appropriate amount of time on the task
- The School recognises the needs of all its pupils and may make reasonable adjustments to support pupils with additional needs and recognise their achievements

### **Using Text-Based and Online Resources for Homework**

Homework should demonstrate the final work of a pupil and they should wholly understand what they have submitted. Otherwise, the homework task would be ineffectual.

Whether it's through texts, a search engine, or AI, pupils are free to research and source ideas for their homework and/or its presentation; however, plagiarising content or submitting the work of others with no further engagement is unacceptable and will receive a logical consequence.

### **Examples of Approved Use**

- Research which is later summarised or only informs pupils' own work
- Presentation solutions where presentation itself is not the desired outcome, e.g. an online template to create a presentation in is fine, asking AI to create a piece of art homework isn't
- Using online tools to create surveys or information-gathering proformas
- Thesauruses to improve vocabulary (as long as the vocabulary is understood)
- Dictionaries to check spelling
- Translation tools to check accuracy