

Liverpool College Homework and Independent Learning Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

***We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*

***We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*

***We work** together to create a happy and caring school community which is engaged in our local community and the wider world*

***We pursue** high standards in every area of school life*

This is a whole College policy and applies to the Primary and Secondary Phase, Breakfast Club and after school activities.



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Principal	 Mrs A Haynes

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Introduction

Homework refers to tasks given to students by their teachers to be completed outside of normal lessons. Homework benefits pupils as it enables them to undertake independent learning, to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for examinations.

Research by the Education Endowment Foundation (EEF) has shown that the setting of homework is of benefit to a child's learning as it develops study habits and independent learning. This policy outlines Liverpool College's approach to the purpose and management of homework.

Why should pupils receive homework?

- Research evidence shows that pupils make better progress when they complete homework compared to pupils who are not given or do not complete homework.
- Homework teaches pupils time management skills.
- Homework teaches pupils to work independently and consolidate their learning and retrieval practice.
- Homework allows independent work to be completed outside the classroom, allowing teachers to devote more lesson time to collaborative study, practical work and discussion.
- The marking of homework enables teachers to assess pupils' performance and informs subsequent lesson planning, which addresses any identified common misconceptions.
- Homework enables pupils to prepare for future learning in the classroom.
- Homework provides opportunity for children and parents to work in partnership, and to share the learning experience.

Types of homework tasks

The list of tasks below demonstrates the variety of tasks that could be set for homework, it is not exhaustive but rather an indication of the type of tasks that are appropriate.

There is an expectation that pupils would receive a variety of tasks over time.

- Preparation for future learning (such as reading ahead, summarising or planning for future tasks).
- Wider reading tasks for enrichment or consolidation.
- Structured short-answer questions to consolidate learning in lessons.
- Written tasks with varying levels of challenge.
- Vocabulary or key-facts learning.
- Extended project work – either completed as individuals or within groups.
- Guided research with appropriate support at the start of the work, For example, key websites or printed references.
- Timed essays or extended pieces of writing.
- Creative responses to learning. For example, poster work.
- Online homework tasks. For example, GCSE Pod or DrFrost.

- Revision tasks.
- Write-up of experiments or practical work.

Under normal circumstances, it is not appropriate to set homework, which requires it to be completed by the next day. There are however occasions when this cannot be avoided. For example, when lessons are timetabled on consecutive days, and homework is necessary to enhance the learning experience of the following lesson. In these circumstances, the teacher must make it clear that if a pupil cannot complete the work overnight, the parent/carer must email their child's Chapter Administrator. The Chapter Administrator will inform the teacher, who will agree on an extension. In the secondary phase, this would be recorded on Bromcom as a 'failure to complete homework' (FTCH). No sanction will be given; the recording of the incident allows the Dean (Head of Year) to identify any patterns and if necessary, to action support for the pupil.

Many pupils at Liverpool College are involved in extra-curricular activities. Although strongly encouraged, it can lead to some pupils finding it difficult to balance work/life commitments. It is important that both parents/carers and teachers encourage pupils to seek support to ensure that homework is completed on time, alongside their extra-curricular choices.

In the Secondary phase, if pupils require a quiet space to work independently, they can access the Library at break, lunch and after school.

Homework Setting Practice

Homework throughout the College is scheduled.

Liverpool College uses two platforms to communicate the setting of homework:

- Seesaw (primary phase)
- Satchel One (secondary phase)

Primary Phase

The below information offers a weekly guide to the type of homework that is set and the length of time that the tasks should take to complete. Parents should contact the class teacher if tasks are taking significantly longer than the allocated times. Homework is set on the Seesaw app on Fridays and should be completed by the following Friday. Pupils in Y1-6 have a homework book to complete their work in. On a Friday class teachers go through the homework and address misconceptions with the pupils.

Year Group	Homework
Reception	• Reading (phonics) – Set weekly and recorded in yellow reading record. • Maths exploration, encouraging the use of concrete resources – 1 piece set per half term and recorded as a photo or video on Seesaw.
Year 1	• Reading (phonics) – Set weekly and recorded in yellow reading record.

	• Maths linked to the topic completed in school that week – Set weekly and recorded in homework books. (10mins)
Year 2	• Reading (phonics) – Set weekly and recorded in yellow reading record. • Spellings – Set weekly and tested each Friday. • Maths mixed questions – Set weekly and recorded in homework books. (15 mins)
Year 3 - 5	• Reading – Set weekly and recorded in yellow reading record. • Spellings – Set weekly and tested each Friday. • Maths – 5 questions linked to the topic completed in school that week (LA). Followed by 5 mixed questions (MA/HA)– Set weekly and recorded in homework books. (20 mins) • Half termly project (foundation subjects) – Designed to be open ended – One project set each half-term.
Year 6	• Reading – Set weekly and recorded in yellow reading record. • Spellings – Set weekly and tested each Friday. • Maths mixed questions – Set weekly and recorded in homework books. (20-30 mins) • Grammar/Comprehension task – Set weekly and recorded in homework books. (20-30 mins)

Secondary

In the secondary phase, a homework timetable is produced annually by the Assistant Principal: LCA Curriculum and Learning. Teachers set homework as per the homework timetable and record the details on Satchel One. Pupils are expected to meet set deadlines for the completion of homework. Teachers will record failure to complete homework (FTCH) on Bromcom, which is closely monitored. Pupils who repeatedly do not complete homework on time or do not complete it to the expected standard, will be required to sit detentions, which are issued by the Dean. The Dean, when necessary, will put support in place to facilitate the completion of set homework.

The tables below provide a fortnightly guide for each subject on the number of tasks and time allocated to complete the tasks.

Please note that the extra time should be spent on preparation leading up to internal or external assessments and on the independent work within subjects which have Non-Examination Assessments (NEA)- see below.

Chapter 7

To support pupils as they transition from primary to secondary education, homework is introduced gradually throughout Chapter 7. During Michaelmas 1, pupils are set homework in Maths and English. Science is then introduced during Michaelmas 2, with homework in other subjects being added after the Christmas break.

This phased approach recognises the significant transition from primary to secondary school and allows pupils time to settle into their new routines, become familiar with school expectations and develop the organisation, time-management and independent study habits needed to complete homework successfully.

Subject(s)	Teaching allocation per fortnight (hours)	Number of homework tasks set per fortnight (30 minutes each)
English, Maths	8	2
Science	6	2
Spanish	5	2
Geography, History, Classics	3	1
Art, DT, Latin, IT, Music	2	1
Drama	1	No specific tasks, but pupils will be expected to learn lines throughout the year

Chapter 8

Subject(s)	Teaching allocation per fortnight (hours)	Number of homework tasks set per fortnight (30 minutes each)
English, Maths	8	2
Science	6	2
Spanish	5	2
Geography, History, Classics	3	1
Art, DT, Latin, IT, Drama	2	1 Drama: No specific tasks, but pupils will be expected to learn lines throughout the year
Music	1	1

Chapter 9

Subject(s)	Teaching allocation per fortnight (hours)	Number of homework tasks set per fortnight (30 minutes each)
English, Maths	7	2
Science	6	2
Spanish	4	2
Geography, History,	3	1

Classics, Biology, Chemistry, Physics		
Art, DT, Latin, IT, Music	2	1
Drama	1	No specific tasks, but pupils will be expected to learn lines throughout the year

Chapter 10 and 11

As pupils move into Chapters 10 and 11, several subjects due to the nature of the external examination, require a great deal of independent work, for example, in Art and Design Technology. Pupils should expect to spend a significant amount of time carrying out independent work in these subjects. If a student is struggling to meet deadlines, they must speak to their teacher immediately so that support can be put in place.

In all other subjects, some homework tasks may occasionally take significantly longer than the stated allocated time. In such cases the teacher will indicate the expected time for the completion of the task on Satchel One.

Subject(s)	Teaching allocation per fortnight (hours)	Homework time per fortnight (45 minutes)
English, Maths	8	2
Biology, Chemistry, Physics	3 (Trilogy) 4/5 (Triple)	2
Option subjects	5	2

Chapter 12 and 13

Subject(s)	Teaching allocation per fortnight (hours)	Homework time per fortnight (at least 1 hour)
Option subjects	9	3

It is also recommended that students should complete between 4-6 hours of independent study per fortnight, per subject. This independent study should consist of homework which is set in class, and work that extends and enriches their A Level classroom learning. Students should use a mixture of study periods and home-learning time to complete appropriate consolidation and curriculum extension.

Roles and Responsibilities

Teachers

Teachers should:

- set homework as outlined in the homework schedule/timetable
- set the required amount of homework tasks, to be completed within the allocated time
- set tasks that are age appropriate and adapted according to individualised need e.g. access to devices
- record details of the set tasks in Satchel One or Seesaw
- insist that pupils complete all work set
- record failure to complete homework (FTCH) on Bromcom (secondary only).

Subject Coordinators and Heads of Faculty

Subject Coordinators and Heads of Faculty should:

- ensure that suitable homework activities are built into schemes of work.
- monitor the setting of homework via Satchel One
- carry out regular book scrutiny to ensure the homework is marked according to marking policy

Deans (Secondary)

The Deans should:

- monitor FTCH on Bromcom and where necessary, issue detentions
- provide necessary support to facilitate the completion of homework.

Assistant Principals

Assistant Principals should:

- carry out regular progress reviews with Heads of Faculty to ensure that homework is being set which drives progress and meets the needs of the pupils

Related Policies

PD07 Behaviour Policy