

# GLC Homework Policy [Secondary]

GLC staff were consult on this Policy	Summer 2023
This Policy was ratified by the Board of Directors on :	Summer 2025
This Policy will be reviewed by the GLC Board on :	Summer 2027

## GLC Mission Statement

The GLC’s mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking.
- An inspiring and meaningful curriculum.
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life.
- A commitment to the wellbeing of our staff.
- A culture of professional generosity, collaboration, challenge and support throughout the GLC.
- The development of effective external partnerships for the benefit and wellbeing of our community.

## Equalities Statement

The GLC’s commitment to equality is enshrined in our mission statement to develop ‘active and thriving citizens within a diverse, truly fair and equal community’.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

## GLC Homework Policy [Secondary]

### The Rationale for Setting Homework

The GLC believes that relevant, engaging, well-managed and frequent homework supports learning. It provides opportunities for students to:

- Extend their learning beyond the classroom and develop **independence, responsibility and self-discipline**;
- Strengthen and consolidate learning from the classroom, **make knowledge 'stick'**;
- Develop a **dialogue** between young people and their parents/carers about their learning; and
- **Deepen understanding** and prepare students for further study in the future.

### Agreed Expectations

#### Teachers are expected to:

- Set homework that is appropriate for the age and stage of students;
- Set time aside during the lesson for homework to be fully explained and questions answered;
- Allow enough time for the homework to be completed;
- Provide additional support with homework if requested by the students, signposting them to support videos etc; and
- Provide timely and effective feedback.

#### Students are expected to:

- Listen to homework instructions in lessons and check Google Classroom daily for homework set and deadlines;
- Complete homework to the best of their abilities and meet the deadlines set;
- Communicate with the class teacher if they are having difficulties with the homework before the deadline passes; and
- Complete their homework without distractions, social media, etc.

#### Parents /carers can support by:

- Discussing homework with their child in order to help, support and encourage them to complete it;
- Check their child's homework on Edulink, insist on high standards of presentation and remind their child of the deadlines set;
- Ensure their child has a conducive environment to do their homework and that it is completed to a high standard without distractions; and
- Notify the class teacher if there are any problems or issues that may prevent their child from completing the homework.

### Equipment

- **Laptop:** Students **must** carry their laptops with them as they are essential to support students' access to learning and revision resources including homework materials that are set on Google Classroom. Parents and carers will be able to access the homework set through the Edulink and Google Classroom platforms.
- **Knowledge Organisers:** Students are expected to use their online knowledge organisers to support their learning. Knowledge organisers contain the termly core knowledge for each subject.
- **Reading Book:** Students in Year 7 and Year 8 are expected to carry an age-appropriate reading book with them. Homework reading tasks will support the learning taking place in lessons. Students are expected to read for 20 minutes a night to develop their fluency and fuel their pleasure for reading. There is strong evidence that those who are in good reading habits are more likely to perform at a higher academic level at GCSEs and beyond.

- **Gateway Academy Journal:** Students are expected to use their journal to reflect on their learning experiences, thoughts and emotions, to set themselves academic goals and track their progress. The use of a journal can vary depending on individual student preferences and the staff's instructions. The journal is the responsibility of the student; it encourages students to take ownership of their personal growth, both academically and socially.

### Types of Homework that will be set and why:

	<b>Homework activity / tasks could include the following:</b>	<b>How the activities will help students to become better learners:</b>
<b>Read it</b>	<ul style="list-style-type: none"> <li>• Reading novels.</li> <li>• Reading key extracts of texts/literature (curriculum reading).</li> <li>• Comparing texts or articles.</li> </ul>	<p><b>Language</b> and literacy help us with the building blocks for academic success.</p> <p><b>Reading</b> helps to improve vocabulary, communication, grammar and writing skills.</p>
<b>Spell it and understand it</b>	<ul style="list-style-type: none"> <li>• Spelling and vocabulary tests.</li> <li>• Exploration of the etymology of key words.</li> </ul>	<p><b>Spelling</b> tasks help students to be able to spell key words within their subjects correctly. The more practice that students have at spelling, the better chance they have at remembering them. Being able to spell words correctly and understand them is something that will help students throughout their lives.</p>
<b>Apply it</b>	<ul style="list-style-type: none"> <li>• Extended written responses to a question.</li> <li>• Producing a piece of work which will demonstrate understanding of a topic or concept.</li> </ul>	<p>These tasks might require students to demonstrate how well they have understood and learnt key things from their lessons. They could be extending written responses to a question which require students to apply their knowledge and understanding.</p>
<b>Retrieve it</b>	<ul style="list-style-type: none"> <li>• Knowledge organisers.</li> <li>• Quizzes.</li> <li>• Self-testing.</li> <li>• Flashcards.</li> <li>• Learning Apps (Anki etc).</li> </ul>	<p>These are all tasks which prompt / trigger students to recall / remember key information. The more we encourage students to retrieve information, the more chance we have of it 'sticking' and remaining in long term memory.</p>
<b>Practice it</b>	<ul style="list-style-type: none"> <li>• Practice of skills.</li> <li>• Rehearsal of lines.</li> <li>• Practice of dance moves.</li> <li>• Practice of techniques across subjects.</li> </ul>	<p>Perfect practice makes perfect actions. Repeatedly practising something over time creates strong muscle memory and supports mastery.</p>
<b>Flip it</b>	<ul style="list-style-type: none"> <li>• Watch a clip / read extract / look at sources.</li> <li>• Gain knowledge through comprehension questions.</li> <li>• Access different viewpoints.</li> </ul>	<p>These tasks enable students to gain the knowledge prior to the lesson to move quicker and provide more time in the lesson to explore in greater depth.</p>

## Setting Homework:

### Homework for Year 7, Year 8 and Year 9

Students will receive regular homework in the following subjects - Mathematics, English, Science, Geography, History and Spanish. Homework will relate to the tasks being completed in lessons or may focus on previously learnt material that has been identified as essential knowledge for the subject. On some occasions, the task will be a short activity that may be required to be submitted the next day, while other pieces of homework may be set over a longer period to allow students the time to complete to a high standard. Students will have a homework timetable that will be updated termly on Edulink.

### Homework for Year 10 and Year 11

Students will receive regular homework in the following subjects - Mathematics, English, Science, and all option choices. Homework will relate to the tasks being completed in lessons or may focus on previously learnt material that has been identified as essential knowledge for the subject. On some occasions, the task will be a short activity that may be required to be submitted the next day, while other homework may be set over a longer period to allow students the time to complete to a high standard. Students will have a homework timetable that will be updated termly on Edulink.

### Reading

In Year 7 and Year 8, students are expected to read for 20 minutes every night to develop their fluency, widen their vocabulary and fuel their pleasure for reading. All students could also be expected to do reading as part of their homework as set out in the 'read it' section above.

### Monitoring and Evaluation of Homework

Designated members of staff in each GLC Academy are responsible for ensuring; that homework is set in-line with this Policy; that homework is meaningful and is completed by all students [particularly underachieving disadvantaged students]. These leaders will ensure that homework is set and that it is marked in-line with the GLC Assessment Policy.

The setting and quality of homework will also be monitored and evaluated during:

- GLC Reviews;
- Progress Board meetings;
- Pupil Progress meetings;
- Subject deep dives and / or
- Learning walks.

### Rewards and Sanctions

Homework is a fundamental part of the learning process and, therefore, expected to be completed by all students. Please see the Behaviour Policy for details of the rewards and sanctions regarding homework.

## Effective Learning Strategies

### 1. Flashcards



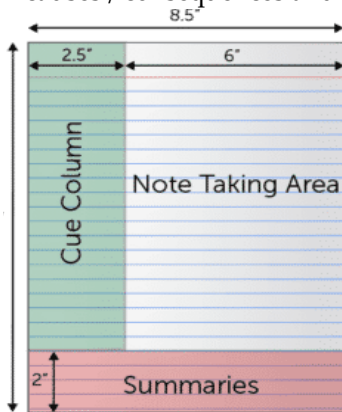
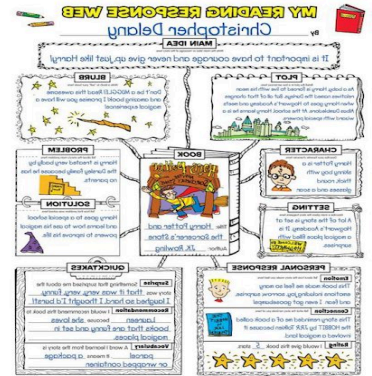
Simply create cards with questions on one side and the answers on the other side. You can colour code for specific topics and quiz yourself or others frequently. Watch this short video of the Leitner system to help you use them effectively. <https://www.youtube.com/watch?v=C20EvKtdJwQ>.

Post its can be very useful for key words and timelines. You can also create excellent flashcards online, or on your phone using the Quizlet or Anki

app.

### 2. Organise your learning.

Graphic organisers are a great way of transforming your notes into visual revision topics. They can be used to create links, show a narrative, identify the causes / consequences and importance of something.



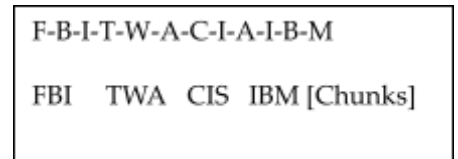
### 3. Cornell Notetaking.

This can be used in your revision books as a great method to get you to think about your revision. Simply split your page into three sections as shown on the diagram on the right.

- **Notetaking** – key ideas, dates, people, diagrams or formulas.
- **Cue** – key words or key questions.
- **Summary** – a short summary of the page in your own words.

### 4. Chunking

The average person can only hold seven items in their working memory, grouping items together into chunks can increase capacity. This is generally used for remembering numbers but can be applied to various subjects.



### 5. Dual Coding

Dual coding is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it. Some people refer to this as a concept map.

## 6. Retrieval Practice

Testing what you know is a powerful tool in learning, the effort to remember something really strengthens your memory. Create quizzes then test yourself or get someone to test you. It works!

### Types of testing

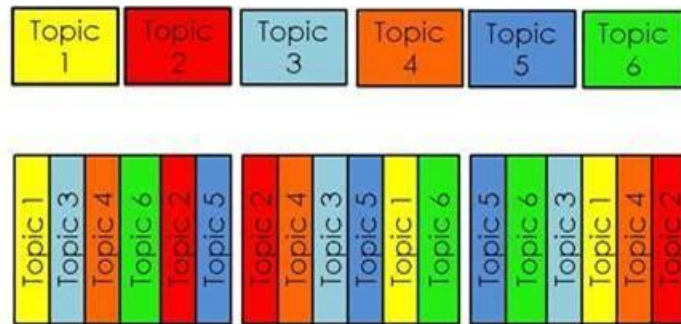
There are a number of types you can create:

- Multiple choice questions.
- True or false.
- Short explanation questions.
- Odd one out.
- If this is the answer then what is the question.
- Recalling and writing out notes or chunks of knowledge from memory [brain dumps].

## 7. Interleaving and spacing

Do not revise all your topics in one go. You should revise chunks of a topic for small amounts of time [15-20 minutes] and then move on to another chunk from a different subject. You **must** then revisit the different chunks of knowledge as per the diagram below. This will improve your memory over time [but may feel hard to start with - **STICK WITH IT**]; thinking hard is good for your memory!

### Blocking vs interleaving



### Least effective strategies include

- Highlighting key text and doing nothing with it.
- Reading and re-reading notes from your book and not self-testing.
- Searching the internet without recording what you read.