



Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives

World-class learning World-class learning every lesson, every day	The highest expectations Everyone can be successful; always expect the highest standards	No excuses Create solutions not excuses; make positive thinking a habit	Growth mindset Believe you can improve; work hard and value feedback	Never give up Resilience is essential; be relentless in the pursuit of excellence	Everyone is valued Diversity is celebrated; see the best in everyone	Integrity Be trustworthy and honest; deliver on promises and walk the talk
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Homework Policy

2020-21

Date last reviewed:

Reviewed by:

Next review date:

INTRODUCTION

At Wath Academy, homework aims to promote learning at home as part of a well-rounded education.

All homework will be meaningful, purposeful and focus on either:

1. **Deliberate practice** – Specifically practising tasks assigned in lessons to embed knowledge and understanding.

Deliberate practice is purposeful and systematic. During deliberate practice students will focus their attention with the specific goal of improving their performance.

2. **Flipped learning** – Preparing students for learning in upcoming lessons.

Flipped learning is when students are introduced to learning material / acquire knowledge before a lesson. Classroom time is then used to practise ideas, apply concepts and deepen their understanding through interaction with peers and teachers.

Homework may also include routine course work or revising for tests and examinations.

AIMS

Homework can improve the performance and outcomes of students by up to five months when it:

- Allows students to practise what they have recently learnt and improves retrieval ability.
- Prepares students for learning which they will do in the near future.
- Increases the amount of study time.
- Gives students the opportunity to work independently in their own time.
- Allows students to access resources and materials not necessarily available in lesson time.
- Helps students learn how to manage their time effectively.
- Enables parents to see the kind of work which is being explored in school.

SACHEL ONE

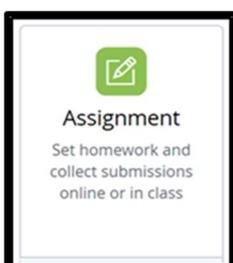


Satchel One is used for setting homework tasks. Satchel One is an online tool which shows all the homework created, published and logged by teachers.

Once a student joins Wath Academy, they will be given an Office 365 email account with a password that gives them access to Satchel One. Parents will also receive a unique PIN number to sign in with.

Students and parents are able to view and manage homework tasks by downloading the Satchel One app on a smartphone device or using the link on the Wath Academy website and/or Learning Platform.

TYPES OF HOMEWORK



The 'Assignment' homework is the most common type of homework that teachers will use as it requires students to submit their work for a specific date. Other types of homework may include spelling tests to develop and support literacy and quizzes to review and embed knowledge.

Sixth form students will also be set essays and past papers for deliberate practice.

IMPLEMENTATION & EXPECTATIONS

All homework tasks that are published on Satchel One will:

- Have a clear purpose of supporting students with their learning.
- Be differentiated to meet the needs of all students.
- Be set a week in advance to allow sufficient time for completion.
- Have clear instructions in the 'task description' box with supporting resources.
- Have an 'issue date' and 'due date' scheduled within the working week.
- Be communicated with students in lessons so that the relevance, importance, instructions and submission due dates are clear.
- Be assigned a submission status on Satchel One.

Completion of homework will be monitored by the class teacher and the Academic Year Leader (AYL). Other middle and senior leaders across school will quality assure homework.

GUIDANCE ON TIMES & AMOUNTS

- Homework will be set by the class teacher.
There may be occasions when a middle leader will set homework for a given cohort e.g. revision materials for a whole year group.
- The amount of homework set will vary between subjects.
The minimum expectation is that homework is set **once every week*** by every subject.
*For subjects that have 1 lesson per week, the expectation is that homework is set every 2 weeks.
- The length of homework will relate to the task set.
The expectation is that homework will take approximately 30-45 minutes to complete. There may be occasions when homework may take up to an hour to complete, particularly at Key Stage 4.
- Sixth form students will be set up to five hours of independent study per subject, per week.

SUBMISSION STATUS

When work is due, teachers will use the Satchel One 'gradebook' to log the submission status of a student's homework.

Homework will be logged as one of the following:

1. Submitted
2. Submitted Late
3. Absent
4. Not Submitted

CONDUCT CARDS

It is expected that students will complete homework to a satisfactory standard in relation to their age, ability and circumstances.

- Students will be awarded one **positive** on their conduct card for their homework submission. If a student completes all their weekly homework they should be approximately filling two positive conduct cards per week.
- Students will be awarded one **negative** on their conduct card if homework is not submitted on time or to a satisfactory standard. In extenuating circumstances, an extension on a given deadline may be approved by the class teacher.

A lack of homework is likely to affect a student's progress in the subject and may result in a lower level of achievement. Students will not develop more holistic skills needed for the future such as independent learning. 5 negatives on a conduct card results in a 30 minute detention.

Sixth form students will be expected to attend an after school intervention session if independent study work is not submitted on time or to a satisfactory standard.

FEEDBACK

Feedback on homework will be provided in a variety of ways. This will include electronic auto marking, self-marking, peer marking and teacher feedback.

HOMEWORK SUPPORT

Students are encouraged to ask their teacher for support ahead of the homework submission date.

Students can use the Academy library at lunch times and after school for support with their homework.

Where students still require assistance with a homework task, the instant messaging facility within the Satchel One app may be used.

PARENTS & CARERS

The support from parents and carers is vital to encourage students to engage with their homework and to monitor its completion. Parents and carers can view the homework which is set for their child through the Satchel One app, using the log in details provided by the Academy. Parents and carers can choose how to be alerted about homework by subscribing to push notifications and/or emails via the Satchel One app.

General information related to homework can be found on the Academy website:

<https://www.wathacademy.com/page/?title=Homework+%28Satchel+One%29&pid=175>

GENERAL & TECHNICAL SUPPORT

There is support available for general and technical queries related to Satchel One.

enquiries@wathacademy.com	For all general enquiries that don't fall into the categories below.
helpdesk@wathacademy.com	All school related ICT problems, including Satchel One and other ICT systems. Please note this helpdesk is for parents and students to use.

Additional help and support

There is also unlimited support for students and parents from the experts at Satchel One.

The links below may provide the answers to questions you might have:

Support for parents <https://help.teamsatchel.com/en/collections/1695420-parents>

Support for students <https://help.teamsatchel.com/en/collections/1695417-students>

INVESTMENT in LEARNING (iL)

Our aim is for all Wath Academy students to be 'fully invested learners'.

How a student engages with their homework will be taken into account when awarding an 'Investment in Learning' (iL) score at each Learning Cycle.

Investment in Learning

	Attitude and Effort	Oracy	Homework	Response to Feedback
Fully Invested in Learning	<ul style="list-style-type: none"> Always self-disciplined showing impeccable classroom conduct. Self-directed and always demonstrates an excellent work ethic. Always actively listens to instructions and acts courteously to others. Always punctual. Always ready to learn with correct equipment. Always works with purpose, enthusiasm, and an aspirant attitude. 	<ul style="list-style-type: none"> Always communicates with maturity and confidence and holds high level of conversations. Always actively discusses, debates and shares ideas in all oracy based activities. Confidently and maturely articulates opinions and justifies ideas very well. Independently makes meaningful contributions applying accurate subject specific vocabulary. 	<ul style="list-style-type: none"> Always completes homework to the best of their ability. Always hands homework in on time. If needed, always seeks and responds to help and support, well in advance of the deadline. When appropriate, proactively incorporates own research. Always actively seeks follow up if a lesson is missed so no gaps in learning occur. 	<ul style="list-style-type: none"> Always proactively and appropriately seeks feedback. Always recognises the importance and value of feedback. Always demonstrates resilience; sees mistakes and setbacks as opportunities to learn. Always takes full advantage of all opportunities available to learn and improve. Independently and positively responds to feedback to make sustained improvements.
Engaged in Learning	<ul style="list-style-type: none"> Conducts self sensibly within the classroom. Organised and demonstrates a positive attitude to learning. Listens carefully and acts courteously to others. Is punctual to lessons. Generally ready to learn with the correct equipment. Consistently committed with a 'can do' attitude. 	<ul style="list-style-type: none"> Communicates well, speaks with growing confidence, and participates in high level conversations. Participates in discussion, debate and shares ideas; consistently engaged in oracy based activities. Can articulate opinions and develops justification of ideas. Makes meaningful contributions using subject specific vocabulary. 	<ul style="list-style-type: none"> Completes most if not all homework to the best of their ability. Consistently hands homework in on time. Usually seeks help and support in advance of the deadline. If absent from school, work is usually caught up and there are few gaps in learning. 	<ul style="list-style-type: none"> Consistently responds positively to feedback. Accepts the importance and value of feedback Demonstrates resilience, considers mistakes and setbacks, and takes steps to improve. Participates, when prompted, in opportunities available to learn and improve. Applies feedback to make improvements and avoids repeating mistakes.
Partially Engaged in Learning	<ul style="list-style-type: none"> Occasionally distracted, needs reminding to remain on task. Needs support to be organised; sometimes lacks direction. Occasionally needs reminding to wear uniform correctly and bring the necessary equipment for learning. Occasionally late to lesson. 	<ul style="list-style-type: none"> Can communicate sufficiently, speaks with limited confidence, and occasionally participates in structured conversations. Occasionally participates in discussion, debate and sometimes shares ideas during oracy based activities. Can explain opinions when prompted but with limited justification of ideas. Occasionally makes meaningful contributions using limited subject specific vocabulary. 	<ul style="list-style-type: none"> Homework is often not completed. Not all homework is completed to the best of their ability. Homework is not always handed in on time. Reluctant to seek help and support in advance of the deadline. If absent from school, work is occasionally caught up and there are gaps in learning. 	<ul style="list-style-type: none"> Occasionally responds to feedback. Makes short term improvements but inconsistent attempts to ensure mistakes are not repeated. Occasionally participates when prompted in opportunities available to learn and improve.
Disengaged from Learning	<ul style="list-style-type: none"> Often distracted or causes distraction to others. Lacks self-discipline and self-direction. Often late to lesson with missed learning time. Rarely prepared to learn with missing equipment and negative attitude. Does not always respond positively to a reasonable request from an adult. 	<ul style="list-style-type: none"> Limited interest to communicate in oracy activity; rarely participates in or disrupts structured conversations. Rarely participates in discussion, debate or shares ideas. Opinions are rarely shared or are inappropriate with no justification of ideas. Lacks meaningful contributions, rarely using subject specific vocabulary. 	<ul style="list-style-type: none"> Homework is rarely completed. Homework is rarely handed in on time. Help and support is not asked for or responded positively to. Missed work shows serious gaps in learning exist. 	<ul style="list-style-type: none"> Does not ask and answer questions when unsure or to find out more. Does not make improvements to work following feedback and advice. Never participates in opportunities available to learn and improve. When set-backs occur, sees them as a failure rather than an experience to learn and improve.