



Homework Policy

Reviewed: September 2023	Next review due: September 2024
Governing Body Committee: N/A	CLT contact: Cheryl Lockett
Policy adopted by the Governing Body on: N/A	

Significant documents that relate to this policy:

[TCC curriculum](#)

[Teacher Handbook](#)

[Quality Assurance Handbook](#)

[Overview of policy](#)

[Appendix A – subject specific policies](#)

[Appendix B](#)

[Appendix C](#)

[Appendix D](#)

At Torpoint Community College, we know that high quality homework can have a significant impact on student progress. We therefore prioritise it as an important teacher and student task.

Guiding principles of homework at Torpoint Community College

1. **Quality** is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.
2. **Consolidation** – homework should be an opportunity for students to revisit/ retrieve knowledge that they have been taught in class. Students should already have had an opportunity to practise similar tasks/ questions in class with the expert guidance of their teacher. Our students tell us that they find quiz-based retrieval homework particularly useful.
3. **Time limited** – teachers should set homework which students can manage to complete in a reasonable timeframe. This will likely vary depending on the age of the children (it is reasonable to expect that KS4 students spend longer on homework than KS3 students). As a general rule, a piece of homework should not take KS3 students more than 30 minutes to complete and KS4 students more than 60 minutes. Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.
4. **Accessibility** is essential – We need to make it as easy as possible for students to complete homework by being consistent and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in College with expert support is greater than what they can do alone. Homework must be **appropriate for children with SEND**.
5. **Value** – Students must know that homework is **checked** in the same way as schoolwork and are given meaningful feedback.
6. **Consistent accountability** – we have one system across the College for managing and supporting students who fail to complete homework. If homework is set, we expect it to be done – if not there is a follow-up/ intervention.
7. **Support structures** are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.

Whole school system:

- All CLoLs create subject specific assessment policies that align with the whole school principles detailed above.
- All teachers set homework on Satchel One- in line with the subject specific assessment policy.
- All teachers check whether students have submitted the required work by the required submission date.
- All teachers use Satchel One to award students points for completion:
 - 3 positive points – homework submitted represents an exceptional standard.
 - 2 positive points – homework submitted represents a very good standard.
 - 1 positive point – homework has been submitted.
 - 1 negative point – homework not submitted by the deadline.
- CLT lead for homework (author of this policy) monitors negative points awarded and plans interventions for students who are not completing homework. This will initially be a letter to parents/ carers, followed by compulsory homework support sessions as appropriate.
- Whole school lead for rewards implements a system to recognise student achievements.
- CLoLs to monitor that all teachers in their team are following the policy/ system.

Subject specific aspects:

The most appropriate homework to set may look slightly different in every subject, so curriculum leads define the parameters of homework as appropriate for their subject and in agreement with the whole College lead for homework (author of this policy). All subject homework policies must align with the guiding principles set out in this document.

Appendix A: subject specific homework policies

Art Homework Policy

Whole school policy	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p><i>We do not set for KS3 unless it is to support future lessons such as artists research or collecting primary images for example.</i></p> <p><i>At KS4 they are working on their Portfolio coursework and then their Set Task. They attend intervention and complete work independently specific to their own coursework/exam prep.</i></p> <p><i>We use good examples of what a good KS4 Portfolio/Set Task task looks like from previous years students and OCR.</i></p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p><i>If h/w is set for KS3 there is usually a week for students to complete work as we generally see them once a week.</i></p> <p><i>KS4 will be given plenty of warning of deadlines for c/work and so can attend intervention sessions in order to be supported to meet the deadline.</i></p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p><i>Contextual Resources and worksheets etc. are provided for students where required. Students are supported in intervention sessions with practical and written analysis. Specialist materials are provided by the Department.</i></p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p><i>All students that send in homework in KS4 on Satchel One or via email receive an email or comment back from the teacher. Students who complete homework at KS3 that supports the lessons understand the value of it as it allows them to make further progress in class. At KS4 if they attend intervention sessions it counts directly to their marks for their Portfolio/Set Task and they also are able to access specialist technical support in a smaller group to make practical progress.</i></p>
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p><i>All students that send in homework in KS4 on Satchel One or via email receive an email or comment back from the teacher. Students who complete homework at KS3 that supports the lessons understand the value of it as it allows them to make further progress in class. At KS4 if they attend intervention sessions it counts directly to their marks for their Portfolio/Set Task and they also are able to access specialist technical support in a smaller group to make practical progress.</i></p>

Computing Homework Policy

Whole school policy	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>KS3 – students may be set fortnightly homework tasks on Satchel One.</p> <p>Year 7 & 8: We do not set for homework unless it is to support future lessons such as planning a coding solution.</p> <p>Year 9: Teachers will set a task which is likely to be relevant to the current work they are completing in class: consolidation.</p> <p>KS4 – students will be set weekly homework tasks on Satchel One. They will focus on both the theory topics and the practical coding element of the course. The tasks include:</p> <ul style="list-style-type: none"> - Practical coding challenges - flashcards - Knowledge quizzes - Exam style questions
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>If h/w is set for KS3 there is usually a week for students to complete work as we generally see them once a week.</p> <p>KS4 will have weekly tasks due the following week</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>Coding homework will be completed on replit.com as there is no need to install software. Students use this in lessons to code so will be familiar with the environment.</p> <p>Study support sessions will run regularly in school for students on a Wednesday who wish to complete work there.</p> <p>Teachers of SEND students will ensure that tasks set are appropriate.</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p><i>Students who complete homework at KS3 that supports the lessons understand the value of it as it allows them to make further progress in class.</i></p> <p><i>All students that send in homework in KS4 on Satchel One or via email receive feedback from the teacher. AT KS4 To ensure that students do not 'slip through the net' and miss homework without consequence, teachers must regularly check homework submission and follow-up when it is not complete. It is important that we communicate concerns with parents and carers when homework tasks are incomplete and make reasonable adjustments to ensure all students are supported to be successful.</i></p>

Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.	Students will receive feedback from teachers and will be awarded Kudos Points for completing HW on time. Where possible at KS4 grades will be issued inline with assessment boundaries.
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DT Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>We do not set for KS3 unless it is to support future lessons such as research or recipe preparation in Food.</p> <p>At KS4 we set revision tasks and quizzes when they are on their revision /theory module but when on NEA they attend intervention and complete work independently specific to their own coursework specialist area NEA.</p> <p>We use good examples of what a good KS4 NEA task looks like from previous years students and EDUQAS.</p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>For KS4 we would set weekly or fortnightly tasks, this varies due to the nature of the task being set. If a revision quiz, then weekly but when on NEA may be longer for design/research purposes. Weekly intervention/support sessions available for all Y10/11 after school with subject specialist teachers.</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>At KS4 we use the EDUQAS online resources and Satchel One for quizzes. If we are aware of ICT issues, we print resources for the student concerned. In all specialist areas we only ask for contributions towards materials/ingredients but waive this if students are not able to pay. We use writing frames/exemplar materials for NEA tasks and revision guides from EDUQAs for theory support.</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p>Weekly intervention/support sessions available for all Y10/11 after school with subject specialist teachers. The timings of these will be published in the September of each year once the timetables are out.</p>
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful feedback.</p>	<p><i>All students that send in homework in KS4 on Satchel One or via email receive an email or comment back from the teacher. Students who complete homework at KS3 that supports the lessons understand the value of it as it allows them to make further progress in class. At KS4 if they attend intervention sessions it counts directly to their marks for their coursework NEA, and they also are able to access specialist technical support in a smaller group to make practical progress.</i></p>

Drama Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>KS3 – students will be set homework tasks on Satchel One once per term. They will include tasks such as:</p> <ul style="list-style-type: none"> - Dramatic skills - Knowledge quizzes - Set scripts to learn <p>KS4 – students will be set weekly homework tasks on Satchel One. They will focus on:</p> <ul style="list-style-type: none"> - Key practitioners - Set scripts to learn
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>KS3 – Students will be given one week to complete the task.</p> <p>KS4 – set and checked every ... on Satchel One</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>Students require access to SatchelOne in order to complete and submit their homework. It is essential that good routines are embedded at the start of the year to facilitate this. Students are encouraged to keep a record of their college email address and password. For example, Year 7s have learning handbooks which has space for this information. Teachers should also support their classes so that access to these platforms does not provide a barrier to homework completion. This may include updating login details tutor contact, home contact and referring students of concern to the to the CLOL.</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p><i>Homework support sessions will be run weekly across the faculty.</i></p> <p><i>There will be two sessions:</i></p> <ul style="list-style-type: none"> - <i>Friday lunchtime</i> - <i>Monday after college</i>
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>Teachers will set, check and monitor homework via Satchel One. Time will be used during a lesson to explain to students why we set homework and explain how this supports their classwork. Teachers will model how to approach and answer questions, explicitly stating where and how it helps develop students understanding and addressing errors or misconceptions by reteaching. Whiteboard mode can be selected on Satchel One to support whole class feedback.</p>

English Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>Research by the EEF found that ‘homework has a positive impact (+ 5 months) on average in secondary schools’. The rationale behind our approach to homework is that it should support students learning in class and encourage them to think hard about curriculum content. Therefore, tasks set will be focused on knowledge, concepts and skills taught in lessons.</p> <p>KS3 – students will be set fortnightly homework tasks on Satchel One. They will focus on three areas linked to their current learning in class:</p> <ul style="list-style-type: none"> - Reading comprehension - Spellings - Knowledge quizzes <p>All students will have access to a booklet which provides them with the reading material, a list of spellings and a knowledge organiser to revise key terms and ideas.</p> <p>KS4 – students will be set weekly homework tasks on Satchel One. They will focus on both GCSE English Literature and Language. The tasks include:</p> <ul style="list-style-type: none"> - Reading comprehension - Quotation retrieval and flashcards - Knowledge quizzes - Essay planning - Exam style questions
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>KS3 – set on a Monday week 1 and checked on a Monday week 2 as part of students Mastery Monday lessons.</p> <p>KS4 – set and checked every Tuesday on Satchel One</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can’t manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>Students require access to SatchelOne in order to complete and submit their homework. It is essential that good routines are embedded at the start of the year to facilitate this. Students are encouraged to keep a record of their college email address and password. For example, Year 7s have learning handbooks which has space for this information. Teachers should also support their classes so that access to these platforms does not provide a barrier to homework completion. This may include updating login details tutor contact, home contact and referring students of concern to the Key stage lead or CLOL. Teachers will print a homework booklet and quizzes for students who need further support or issues with ICT access. Reading extracts, spellings and quizzes should be adapted by the teacher to suit students with SEND and ensure accessibility for all.</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p><i>Homework support sessions will be run weekly across the faculty.</i></p> <p><i>There will be two sessions:</i></p> <ul style="list-style-type: none"> - <i>Friday lunchtime</i> - <i>Monday after college</i>

<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>Teachers will set, check and monitor homework via Satchel One. Time will be used during a lesson to explain to students why we set homework and explain how this supports their classwork. Teachers will model how to approach and answer questions, explicitly stating where and how it helps develop students understanding and addressing errors or misconceptions by reteaching. Whiteboard mode can be selected on Satchel One to support whole class feedback.</p>
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Geography Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<ul style="list-style-type: none"> - Teachers will set homework for KS3 and KS4 from Educake
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<ul style="list-style-type: none"> - For KS3- Teachers will set HW on a Week 1 Monday and it will be due on a Week 1 Monday (Fortnightly HW) - For KS4- Teachers will set HW on a Monday and it will be due the following Monday (Weekly HW)
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<ul style="list-style-type: none"> - Students will be set work on Educake (platform used by other Departments), the work will be added to Satchel One/SMH so students know what is set and when it is due - Students who have less support at home will be signposted to HW Club - Students who do not have access to the internet will have HW printed for them - Students with SEND will have HW adapted as required by their class teacher
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<ul style="list-style-type: none"> - There will be a designated weekly slot with a member of the Department where students can drop in to ask questions/access support (Day to be confirmed- dependent on timetables) - The Geography Department have an open door policy so students can visit and ask questions when needed
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<ul style="list-style-type: none"> - Students will receive feedback from teachers via Satchel One and will be awarded Kudos Points for completing HW on time

History/RS Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>In KS3 History, homework tasks will be set to consolidate and build upon knowledge accumulated in lessons. Tasks will be created to enhance the narrative and chronology of Historical study. This will then provide the teacher with an understanding of where there are misconceptions / gaps in learning, which will then be addressed in future lessons.</p> <p>Tasks will be set once every two weeks (every three history lessons) and will include materials that include the topics covered.</p> <p>In KS4 History, tasks will be set once a week, and as with KS3 this will be to ensure knowledge is accumulated and built upon, with misconceptions addressed in lessons. However, at KS4 students will be also given tasks to support in the preparation of examination questions and to work on how to improve examination technique.</p> <p>Students in RS will be set an assessment based upon knowledge taught once a term and homework will be set to revise this material.</p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>For KS3 - Teachers will set HW once a week on NEETO, set in advance of their next History lesson.</p> <p>For KS3 RS – Once a term, in advance of an assessment, teachers will set a revision-based task, to prepare key words and terms for the assessment.</p> <p>For KS4- Teachers will set HW once a week using Satchell One, both in terms of knowledge recall activities and exam based questions</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>Students will use the package NEETO – which is very accessible, as this is linked to Satchell One, for which most students have access.</p> <p>The questions will be organised according to a range of difficulty, allowing all students to succeed in some aspects of the quiz.</p> <p>For students who are unable to access the package teachers will print off paper copies and adapt where necessary</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p>Where students are unable to access the materials, for example due to lack of internet access, teachers will print off and supply paper-based materials.</p> <p>The History/RS department will be available for informal support to students Monday-Weds after school.</p> <p>The History/RS Department have an open-door policy so students can visit and ask questions when needed</p>
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>Teachers will analyse the results of the online quizzes, which rank students in terms of knowledge accumulated and, most importantly where there are weaknesses and misconceptions. The package will help demonstrate who has and has not completed the work.</p> <p>Examination questions at KS4 will be marked according to the examination mark scheme, and fed back with individual/whole class approaches, as appropriate</p>

Mathematics Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>Teachers will set a task which is likely to be relevant to the current work they are completing in class: consolidation. At times the task may be a retrieval task covering work completed earlier in this academic year, or in the Key Stage. In most cases the homework task will be set via mymaths.co.uk</p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>All maths homework will be set on a Thursday and will be due the following Thursday.</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>Homework will be completed on mymaths.co.uk, a full demonstration of how this works is given at the start of the academic year. Paper copies can be provided if students let us know there is an access issue at home. Homework club will run regularly in school for students who wish to complete work there. This will be staffed by maths teachers so offers support for tasks. Teachers of SEND students will ensure that tasks set are appropriate.</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p>Homework club runs at least once per week and students can drop into any of these sessions. Students can also arrange to see their own maths teacher for support if they need to.</p>
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>Instant feedback is given when students answer the questions. If students require more detailed feedback then teachers can print out the task and give feedback and support on this. Kudos points are given for completing the homework, as well as for gaining good, and excellent scores.</p>

MFL Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>KS3 tasks will include a mixture of quizzes set on Satchel One and activities on The Language Gym</p> <p>KS4 tasks will include a mixture of vocabulary learning, quizzes, grammar consolidation tasks, preparation tasks.</p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>KS3 tasks are set fortnightly. KS3 tasks are due 1 week from the date set.</p> <p>KS4 tasks are set weekly. KS4 tasks are due 1 week from the date set.</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<ul style="list-style-type: none"> • All work is set on the Satchel One platform. • Students may be directed to access tasks on The Language Gym website https://uk.language-gym.com/ • All tasks are inclusive
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<ul style="list-style-type: none"> • Computers accessible in room 68 for one day a week (per KS) for students who would like support/without access to a connected device at home.
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>KS3: Students' work is checked for completion; scores are available to students when homework tasks are submitted. Kudos points issued in line with whole college policy.</p> <p>KS4: Students' work is checked for completion. Online tasks provide immediate feedback. Written or verbal feedback (based on the nature of the task) provided in a timely manner (based on timetable). Kudos points issued in line with whole college policy.</p>

Physical Education Homework Policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>Key Stage 3 - Individual activity knowledge tests every 4 (four) weeks in line with the activity rotations set out at the beginning of the year to demonstrate knowledge and understanding of the rules and regulations in each activity. This will then dovetail the PE department assessment policy of Curriculum Related Expectations (CREs) and Head: Heart: Hands (HHH).</p> <p>Key Stage 4 - Should follow the Cambridge Nationals specification and homework be used to consolidate learning of the courses content requirements being the continuation or completion of coursework or as preparation for the terminal examined unit at the end of the course in year 11</p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<ul style="list-style-type: none"> - For Key Stage 3, teachers will set homework on a four weekly basis that coincides with the activity rotations ending - For Key Stage 4, teachers will set homework once a week in line with the course content covered in the Cambridge Nationals qualification.
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<ul style="list-style-type: none"> • <i>MEV to explore used of Satchel:One to keep paperwork to a minimum if possible – Use of computer room for a session a week at lunchtime being timetabled within the PE department a possibility</i> • Paper copy • Attachment to Satchel:One
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<ul style="list-style-type: none"> - There will be a designated weekly slot with a member of the Department where students can drop in to ask questions/access support (Day to be confirmed- dependent on timetables and classroom availability) - The PE Department have an open door policy so students can visit the PE area and ask questions when needed
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>Teachers will give feedback through scores achieved a score will demonstrate a secure knowledge and understanding of rules and regulations therefore the specific CRE(s) will have been achieved.</p>

Science Homework policy

Aspect of whole school principles	Subject specific detail
<p>Quality is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.</p>	<p>KS3 – All students will be set a quiz style homework piece of work using either Neeto or Educake and set via SatchelOne every week. If a more traditional task is more relevant to the current work then this could be set. Where groups are shared this would be set between each teacher not from each teacher.</p> <p>KS4 –All students to be set a quiz style homework from each science teacher each week using either Neeto or Educake set via SatchelOne. If a more traditional task or exam question is more relevant, then this can be substituted. Week 1 tasks will be based on paper 1 / Y10 learning and Week 2 tasks will be based on paper 2 /Y11 learning.</p>
<p>Time frame Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.</p>	<p>KS3 – set on a Tuesday for the following Tuesday.</p> <p>KS4 – set and checked every Tuesday on Satchel One. Can be adjusted depending on when timetabled lessons with different teachers occur. Set in week 1 for a deadline of the same day Week 2.</p>
<p>Accessibility is essential – We need to make it as easy as possible for students to complete it by being consistent as far as possible and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in school with expert support is greater than what they can do alone. Homework must be appropriate for children with SEND.</p>	<p>Students require access to SatchelOne, Neeto and Educake in order to complete and submit their homework. It is essential that good routines are embedded at the start of the year to facilitate this. Students are encouraged to keep a record of their college email address and password. For example, Year 7s have learning handbooks which has space for this information. Teachers should also support their classes so that access to these platforms does not provide a barrier to homework completion with regular checking of access issues. This may include updating login details tutor contact, home contact and referring students of concern to the Key stage lead or CLOL. Teachers have access to user details and passwords in a folder on the T drive to aid admin. Teachers can reset details easily. Teachers will print a homework booklet and quizzes for students who need further support or issues with ICT access. Reading extracts, spellings and quizzes should be adapted by the teacher to suit students with SEND and ensure accessibility for all.</p>
<p>Support structures are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.</p>	<p>Homework support sessions will be run weekly in room 17.</p> <ul style="list-style-type: none"> - Wednesday lunchtime
<p>Value - Students know that homework is checked in the same way as schoolwork and are given meaningful; feedback.</p>	<p>Teachers will set, check and monitor homework via Satchel One and Educake. Time will be used during a lesson to explain to students why we set homework and explain how this supports their classwork. Teachers will model how to approach and answer questions, explicitly stating where and how it helps develop students understanding and addressing errors or misconceptions by reteaching. Whiteboard mode can be selected on Satchel One to support whole class feedback.</p>

At Torpoint Community College we believe that homework is important as it ensures that students independently consolidate what they learn in class. We also understand that some of our students face more barriers to completing homework than others and we are committed to offering additional support to those students so that they have the same opportunities to succeed as their peers. We have therefore spent time evaluating and reviewing our home learning systems.

We consider that homework should:

- Build on things children have already learned in class. Their homework will always ask them to do something that they have had an opportunity to practise with the expert guidance of their teacher.
- Be manageable and accessible. We don't want students to have to spend hours at home completing tasks, so we ask teachers to set homework tasks designed to take about 30 minutes maximum.
- Be based on research from cognitive science. We know that repetition is the key to retention: if students have frequent opportunities to revisit the same content, they are more likely to remember it over time, so the homework set will facilitate this.

Below is an outline of our new system:

- All heads of department have created subject homework policies which set out specifically what types of tasks teachers should set and how frequently. All teachers in that subject team will follow that policy.
- Teachers will award points on Satchel One for all students:
 - One positive point if they complete the homework
 - Two positive points if they complete the homework to a good standard
 - Three positive points if they complete homework to an excellent standard
 - One negative point if they do not submit homework by the stated submission date. The system does not allow us to remove this point if the homework is submitted late.

Using Satchel One will allow you to easily monitor whether or not your child is completing their homework. Many parents have told us that this is important to them. Please note, that behaviour points are recorded on sims and do not show on Satchel One. We consider that failure to complete homework is not a behaviour issue, but a learning need that parents/ carers/ teachers need to be aware of. This is why negative homework points are recorded on Satchel One and not behaviour points.

- We will monitor how many points students are being awarded and intervene to reward and support. If students are acquiring a high number of points as they are not submitting homework, we will write to you, and offer the student an appropriate package of support for them to be able to complete the required work.

Appendix C: Letter to parents/ carers to support students failing to complete

Dear parent / carer

I am writing to inform you that XXXX has accumulated negative homework points as they have not completed the required work in one or more subjects.

At Torpoint Community College we believe that homework is important as it ensures that students independently consolidate what they learn in class. We also understand that some of our students face more barriers to completing homework than others and we are committed to offering additional support to those students so that they have the same opportunities to succeed as their peers.

The intention of this letter is to ensure you are aware that XXXX is experiencing challenges with their homework so that you can support them at home. We would also like to take this opportunity to invite them to attend optional homework support sessions in school. These are held at:

If they continue to struggle to submit the required homework, then we will implement further support and inform them that they need to attend compulsory homework support sessions.

Many thanks in anticipation of your support. If you require any additional information to ensure your child completes their homework please contact XXXX

Appendix D: Letter to parents/ carers to support students failing to complete

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We previously wrote to you to offer XXXX the opportunity to attend a homework support club. They have so far chosen not to attend so it is now important that we increase the support on offer so that XXXX completes their homework.

Cheryl Lockett (assistant headteacher) will contact you to invite you in for a meeting to discuss an appropriate approach to ensuring your son/ daughter completes their homework.