



# STREATHAM & CLAPHAM HIGH SCHOOL

## HOMEWORK POLICY

<b>Person(s) responsible for this policy</b>		<b>Academic Director, Deputy Head Prep</b>	
<b>Last review by</b>	<b>S Elliot Zara Simpson (Prep)</b>	<b>Review date</b>	<b>August 24 (Prep review) August 2024 (Senior)</b>
<b>Date of next review</b>		<b>September 2025</b>	

### Senior School

#### Rationale

Homework should be an integral part of the learning process. It should be about developing attitudes and habits of the mind. It not only reinforces classroom learning; it also helps the pupil develop a range of skills and good study habits. It can also help to kindle a passion for the subject and for learning in general.

Homework may be done by pupils working independently, at home with the support of parents/carers or in an appropriate place in school, homework club for instance, with the support of teachers or other pupils e.g. sixth formers.

Parents and teachers need to work together to enable pupils to achieve to the best of their ability. Teachers will provide support and encouragement. Parents should provide conditions at home which will help pupils to complete homework to a high standard. If there are difficulties with a piece of work, pupils, in the first instance, should contact the teacher concerned. It is important that students use homework to develop organisational skills as well develop their learning.

#### Schedule and Timing

Homework in Year 7 will be set according to a timetable to help manage the workload. Students will always be given at least 48 hours to complete homework.

Homework will always be set as an assignment on Teams and clearly labelled as homework with a clear title showing the topic and clear instructions and deadlines.

#### Year 7

<b>Subject</b>	<b>Frequency</b>	<b>Length</b>
English/Mathematics	Twice a week	20-30 minutes per task
Science/French	Three times a fortnight	20-30 minutes per task
Geography/History/Classics/P RE/ Chinese	Once a week	20-30 minutes per task

Art/DT/Drama	Once a fortnight	30 minutes per task
Computer Science /Music/PE	None	

This equates to approximately 13 homework assignments per week ranging in length of time from approximately 4 hours to a maximum of 6 hours. No homework will be set for Year 7 for the first few weeks of September.

### Year 8

Subject	Frequency	Length
English/Mathematics	Twice a week	30-40 minutes per task
Science, French/Spanish/ Mandarin	Three times a fortnight	20-30 minutes per task
Computer Science/Geography/ History/Latin/PRE	Once a week	30-40 minutes per task
Art/DT	Once a fortnight	30 minutes per task
Drama/Music	Once a fortnight	20 minutes per task
PE	None	

This equates to approximately 15 homework assignments per week ranging in length of time from approximately 5 hours to 7 hours.

### Year 9

Subject	Frequency	Length
English/Mathematics	Twice a week	30-40 minutes per task
Biology/Chemistry/Physics	Once a fortnight	30-40 minutes per task
French/Spanish/Latin/Mandarin	Twice (each) a fortnight	20-30 minutes per task
Computer Science/Geography/ History/PRE	Once a week	30-40 minutes per task
Art/DT	Once a fortnight	30 minutes per task
Drama/Music/PE	Once a fortnight	20 minutes per task

This equates to approximately 15 homework assignments per week ranging in length of time from approximately 6 hours to 9 hours.

Year 10 and Year 11 can expect 2 hours to 2 hours 30 minutes per day. This amounts to approximately 60-75 minutes a week for each subject studied. The amount and frequency of work set will vary through the course but will increase as non-examined assessment deadlines and examinations approach.

These timings and frequency are intended as a guide. There may be occasions where homework is set less frequently depending on where teachers are within a particular topic. For subjects such as English, Geography, History and PRE, flexibility is required in the length and frequency of the work set. On occasion shorter, more frequent tasks may be required to help girls break down a much larger piece of work. It will also be necessary to set longer, more involved homework that allows the girls

opportunities for research, independent thinking and to consolidate their learning. Where this is necessary, an appropriate amount of time will be given to pupils to complete the task and with clear guidelines as to expectations for the extent and quality of the piece of work.

In the Sixth Form the amount of additional study required will depend on the girl's individual programme. It is a school recommendation that Sixth Form pupils spend the same amount of time studying outside the classroom as the time spent in class for each subject. This is approximately 5 hours per week per subject. This works out to approximately 3 hours per day, but this will vary over the course, and individuals may be required to apply more time in specific subjects in order to keep abreast of the course. The additional study completed by sixth-form students will be a mix of personal review and preparation for previous and future lessons, teacher-set work, revision of previously assessed assignments, and revision and examination paper practice. Other tasks should be undertaken as appropriate. Students working towards the Extended Project Qualification will also complete 60-90 hours of work on this project over the course of Year 12.

### **Assessment**

Homework will be assessed in a variety of ways and pupils will be informed of how their work will be assessed.

#### **Examples of methods of assessment are:**

- Verbal feedback
- Written individual comments/marks made by the teacher
- Whole class feedback
- Self marking
- Peer marking

### **Setting, Recording and Submission**

Homework is set during the lesson. The teacher will explain the task and give time to ensure that the task is understood. The task will be set as an assignment on Teams by the teacher and clearly marked as homework, which will generate an email reminder for members of the class. A due date for submission will always be given for pupils to meet along with the method for submission. Pupils should endeavour to meet this date and method. Where this is not possible, pupils should inform teaching staff in advance and agree a revised date and/or method. If a piece of work takes longer than the suggested length of time per subject the pupil or parent should note this on the work for the teacher to see.

### **A.I. and Homework**

The different A.I. platforms have varying age restrictions. Perplexity and Chat GPT cannot be used by students below 13 years of age, while Co-Pilot cannot be used by anyone under 18.

The 5 levels of A.I. apply to each homework and students will be directed by their teacher as to which level operates for their homework.

<b>1</b>	<b>NO AI</b>	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p style="text-align: center;"><b>AI must not be used at any point during the assessment.</b></p>
<b>2</b>	<b>AI-ASSISTED IDEA GENERATION AND STRUCTURING</b>	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p style="text-align: center;"><b>No AI content is allowed in the final submission.</b></p>
<b>3</b>	<b>AI-ASSISTED EDITING</b>	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p style="text-align: center;"><b>AI can be used, but your original work with no AI content must be provided in an appendix.</b></p>
<b>4</b>	<b>AI TASK COMPLETION, HUMAN EVALUATION</b>	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p style="text-align: center;"><b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b></p>
<b>5</b>	<b>FULL AI</b>	<p>AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p style="text-align: center;"><b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b></p>

## Types of homework

Homework tasks should be varied, challenging and appropriate to the range of abilities within the group. On occasions a choice of tasks may be set by the teacher or different tasks given to different groups within the class. Routine homework tasks may include:

- Questioning
- Research/interviews/investigation
- Reading
- Extended writing
- Making notes
- Revision
- Learning e.g. spellings, vocabulary etc.
- Marking
- Self-assessment – what did pupils learn/find difficult
- Assessing learning/reinforcing class work e.g. write down 3 things that that pupils did not know before the lesson
- Preparation for a presentation
- Reviewing, redrafting or summarising a piece of work

- Preparation for class work
- Practical Tasks

## **Rewards**

The school aims to acknowledge and celebrate pupils in all endeavours, and this includes academic performance. Rewards can be given for high attainment, progress and effort applied to a piece of work. Teachers will give rewards in the form of positive praise, verbally or written, positive points on Classcharts, and the display or publication of the work. Classcharts points result in rewards ranging from prizes selected by the students to meetings with the Head.

## **Sanctions**

If homework is not completed or is completed to an unacceptable standard consequences and sanctions may be imposed. (See Lunch Time Detention Flowchart) When homework is not completed, or there are concerns over the quality of a piece of work, a pupil may be asked to complete or re-do a piece or pieces of work in addition to any other new work set. The class teacher will monitor the submission and quality of homework, and in the first instance the teacher will review incomplete and poor pieces of work with a pupil. If this occurs more regularly the Head of Department, Form Tutor or Head of Year may be informed. Parents will be contacted if appropriate. Break, lunchtime and after school detentions (24-hours' notice must be provided) may be issued for repeated poor or incomplete submission of homework. Form tutors, Heads of Year and the Deputy Head Academic will be informed as appropriate.

## **Pupils with Additional Learning Needs**

It is recognised that pupils with additional learning needs may need amendments to certain tasks. The subject teacher will discuss this with individuals, and guidance will also be sought from the Head of Learning Support when required.

## **Prep School Homework Policy**

### **Purpose**

Homework is an essential part of the learning process for all pupils and a valuable tool in the partnership between parents and school as well as in the teacher assessment process. It gives children the opportunity to practise at home the tasks done in the classroom and helps the girls to become confident and independent in their learning. Homework also gives you an opportunity to see on a regular basis what is being done at school.

Below sets out the type and amount of homework which is set and the importance of your role. The annual review of the Homework Policy, by the Academic Team, takes place at the beginning of the Summer Term to ensure consistency and progression throughout the school. Teachers will ensure that homework is differentiated appropriately and follows the guidelines suggested by the GDST and DFE. Homework instructions should be clear and examples should be present if appropriate to help your daughter successfully achieve the task. A formal homework survey was carried out in February 2020 and changes to the policy were made accordingly in line with feedback given by families.

### **Aims**

Homework tasks are designed to:

- Involve parents in the learning process e.g. listening to reading, helping children to learn spellings and number facts etc.
- Set routines of home study that grows and becomes more formal as a child advances through the school.
- Anticipate the learning activities in a particular subject, through research or preparatory work such as a written draft, making a model, taking part in family visits and taking advantage of internet access.
- Complete a project, assignment or piece of coursework possibly over a series of weeks.
- To help pupils develop the skills of an independent learner.
- To consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons.

### **Types of Homework**

Staff regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. We set a variety of homework opportunities and teachers ensure that this is consistent throughout the year group.

Where open tasks are set as a prep tasks, staff will ensure they provide the girls with a **clear structure and guidelines** on how to successfully approach these tasks.

**Homework tasks will be marked in the same way as any other work** completed within the context of the school day. Feedback will be provided in line with the SCPS marking policy – if parents have

particular questions or concerns about homework tasks that have been set, these should be recorded in the prep diaries.

English homework tasks will be primarily **grammar and comprehension based**.

**No holiday homework or weekend homework will be set** - the only exception to this will be the work sent home for Year 6 girls in the October half term, where the holiday work is essential if they are to perform to their best in the 11+ examinations that take place early in December.

### *Lower School*

In the Lower School, we encourage the children to read by giving them books to take home to read with their parents. We give guidance to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask children in Years 1 and 2 to learn spellings or number facts as part of their homework. Sometimes children may be asked to talk about a topic at home prior to studying it in school and they may be asked to find objects or information that they can use in lessons.

### *Upper School*

In the Upper School, homework takes on a more formal approach. Children are expected to do more tasks independently. English and Mathematics homework is routinely set each week - this will complement class work. This gives the children the opportunity to consolidate and reinforce learning completed in school, through practice at home. Homework is also set as a means of helping the girls to revise for examinations as well as to ensure that prior learning has been understood.

### **Amount of Homework**

The amount of homework that is given to the children increases as they move through the school. It is expected that children in the Lower School will spend approximately 10 minutes each night reading and will spend additional time over the course of the week on learning activities (no more than 15 minutes a night).

In Years 3-4 pupils are expected to read for approximately 20- 30 minutes a night. In addition they should spend approximately 20 minutes on an assignment in Years 3 and 4, and 30 minutes in Years 5 and 6 alongside daily reading. Girls follow the homework timetable shared within their year group FireFly page. Details about tasks set will be shared on relevant platforms (seesaw within Y1-3 and TEAMS within Y4-6). If girls do not they may be asked to complete it during break times or as an additional homework the following evening.

YEAR GROUP	AMOUNT OF HOMEWORK
<p><b>Lower School</b></p> <p>We encourage the children to read daily at home. Parental comments can be written in the Reading Record book. We will also ask them to learn spellings or number facts during the week as part of their homework. Sometimes the children may be asked to talk about a topic at home prior to studying it in school and they may be asked to find objects or information that they can use in lessons.</p>	
Reception	<p>Autumn Term: Daily phonics and reading.</p> <p>Spring Term: Daily reading. On Monday the children will receive reading words to be practised throughout the week, ready for a weekly reading test on the following Monday.</p> <p>Summer Term: Daily reading and weekly spellings (following the phonics scheme).</p>
Years 1 & 2	<p><b>Daily:</b> The children are expected to read daily with an adult for <b>approximately 10 minutes</b> a night.</p> <p><b>Weekly</b></p> <p><b>Maths and English</b> homework will also be given out. It is expected that children spend approximately <b>10-15 minutes on each tasks</b>.</p> <p>Both should be completed and returned by the following Wednesday.</p> <p>The children will be given differentiated sounds/spellings to learn for a weekly test on Friday.</p> <p><b>In addition:</b> The children may also be set work to research their topic, collect artefacts or make models. Occasionally, a child may receive an optional task clearly marked with an 'E' for 'extension' or 'S' for 'extra support'.</p> <p><b>Year 2:</b> From the Spring Term, Year 2 will also begin to have times tables.</p> <p>Children may be set homework in other subjects on occasion to consolidate concepts covered in class. They may also be asked to complete a series of assignments over the course of a few weeks related to their topic. These tasks are entirely optional.</p>
<p><b>Upper School</b></p> <p>In the Upper School, homework takes on a more formal approach. Children are expected to do more tasks independently. Maths and English homework are routinely set each week in addition to other subjects which will complement class work. This gives the children the opportunity to consolidate and reinforce learning completed in school through practice at home. Homework is also set as a means of helping them to revise for examinations as well as to ensure that prior learning has been understood.</p>	
Year 3 & 4	<p><b>Daily:</b> The children are expected to read daily for <b>approximately 20 minutes</b> a night.</p> <p><b>Monday:</b></p> <p><b>Spellings-</b>The children will be given spellings to learn for a weekly test on Monday.</p> <p><b>Tables-</b> The children will be given differentiated times tables to learn for the test on Monday.</p> <p><b>Mathletics-</b> Tasks will also be set on Mathletics that are due by the following Monday.</p> <p><b>In addition (across the week depending on timetables):</b></p> <p>A piece of <b>English homework</b> will also be given based on their current area of study. This should spend <b>approximately 30 minutes</b> on the task and return it to school the following Monday.</p>



	<p><b>Maths homework</b> will be given out. It is expected that children will spend <b>approximately 30 minutes</b> on the task and return it to school the following Monday.</p> <p><b>In addition:</b> Children may be set homework in other subjects. This may include work to consolidate lessons, research, collecting artefacts, making models or completing a series of assignments over the course of a few weeks. <b>These tasks are entirely optional.</b></p>
Year 5	<p><b>Daily:</b> The children are expected to read daily for <b>approximately 30 minutes</b> a night.</p> <p><b>Monday:</b></p> <p><b>Spellings-</b>The children will be given differentiated spellings to learn for a weekly test.</p> <p><b>Mathletics-</b> Tasks will also be set on Mathletics that are due by the following Monday.</p> <p><b>In addition (across the week depending on timetables)</b></p> <p>A piece of <b>English homework</b> will also be given based on their current area of study. This should spend <b>approximately 45 minutes</b> on the task and return it to school the next day.</p> <p><b>Maths homework</b> will be given out. It is expected that children will spend <b>approximately 45 minutes</b> on the task and return it to school the next day.</p> <p><b>In addition:</b> Children may be set homework in other subjects. This may include work to consolidate lessons, research, collecting artefacts, making models or completing a series of assignments over the course of a few weeks. <b>These tasks are entirely optional.</b></p>
Year 6	<p><b>Daily:</b> The children are expected to read daily for <b>approximately 30 minutes</b> a night.</p> <p><b>Monday:</b></p> <p><b>Mathletics-</b> Tasks will also be set on Mathletics that are due by the following Monday.</p> <p><b>Maths homework</b> – girls will be given at least 2 days to complete any tasks set.</p> <p><b>English</b> - a longer piece of work will be assigned that is due on Monday. The nature and subject of the task will alter due to class coverage.</p> <p><b>In addition:</b> Children may be set homework in other subjects. This may include work to consolidate lessons, research, collecting artefacts, making models or completing a series of assignments over the course of a few weeks. <b>These tasks are entirely optional.</b></p> <p>The girls will be expected to spend <b>45 minutes per task</b> set (this will include daily reading and spellings).</p>

Parents are asked to write a note directly on the homework if a child has difficulties completing a task or if they feel the child has worked for the required length of time but still has not finished or if there is another reason for incomplete homework. They can also staff directly if this is easier.

All homework is marked promptly in line with the marking and feedback policy. There are instances when children can mark their own work but teachers check this. **Staff will ensure prep tasks are explicit and clear.** All homework will be shared on Firefly to ensure there is clarity of expectations. Reading, Spelling, and times table expectations will be clearly laid out within the appropriate year group sections of Firefly.

### **Pupils with Additional Learning Needs**

Homework is set for all children as a normal part of school life. The tasks set are appropriate to the ability of the child. If a child has additional learning needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Girls who are part of the **Nessy programme, TTRS** or who work with **our dyslexic support teachers (Helen Wilkinson)** are exempt from homework tasks.

They can of course have the tasks if they want them, but there is no expectation that they are completed.

### **The Role of Parents**

Parents have a vital role to play in their child's education, and homework is one part of this process. We ask parents to encourage their child to complete the homework tasks that are set by ensuring that sufficient time is set aside each evening and that children are provided with an environment that allows them to concentrate on the task.

Parents can support their child by talking to children about what they have done and seen and reading both with them and to them. Everyday activities such as cooking and shopping can give children opportunities to develop literacy and numeracy skills in a way that they cannot do in school. Class teachers are happy to give parents advice about how best to support their child. If parents have any concerns or questions about homework, they should, in the first instance, contact the child's class teacher.

If their questions are of a more general nature, they should contact the Phase Leaders. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Head of the Prep.

### **Monitoring and Review**

The Deputy Head of the Prep, monitors the school homework policy and it is reviewed periodically.