Southend High School for Boys Homework Policy APPENDIX 1

Plan the **purpose** of the homework first. Make the purpose of the homework **explicit** to pupils.					
PURPOSE:	**Completing Tasks**	**Introducing New Material**	**Embedding Factual Information**	**Embedding Skills**	**Broadening and Deepening Understanding**
What is the aim?	To consolidate and reinforce class learning.	To explore new ideas and concepts.	To enable the long term retention of knowledge.	To make processes and technique automatic.	To encourage 'higher order' skills such as applying, analysing and evaluating.

Match the **activity** to the **purpose**					
Possible types of task:	Use lesson time for teacher model of task completion, followed by paired example -> homework then for individual completion.	Resources to read, view, find … with a specific motivation. The task should be transformative, not passive.	Learn, for permanent retention, a set of words, facts or other defined information.	Repetitive practice of graded difficulty, enough to reach the point of 'ease' …	Answer enquiry questions, in prose, relating to a specific new area of learning …
	Practice and consolidate class understanding through verbal explanation (***not*** a read script).	Generate a list of expectations in class - homework is to test these expectation against new ideas / material / concept.	Group a set of facts / terms under key headings.	Plan 'interleaved' tasks, incorporating elements that require previous learning.	Prepare a test and mark scheme after a unit of work, for peers to complete.
	Complete an 'Confidence Audit' online (MS Forms?), identifying your own level of confidence in terms/concepts.		Produce revision resources *now,* at the point of learning.	Apply a 'caracal' / 'menu' approach to skills practice, including differentiated choices.	Offer a problem / task and a choice of multiple strategies for completion.
Possible instructions:	*"Based on our class completion of these two tasks, complete this 3rd task on your own at home"*	*"Generate a list of seven questions you would want to ask about …"*	*"Record, on your phone, the list of vocabulary … "*	*"Complete 15 …"*	*"Answer the following question(s) about …"*
	"Complete this task across three homeworks: draft -> class review, improved -> peer evaluate, final -> teacher grade"	*"Read about … and rank order the reasons why …"*	*"Create a mnemonic / draw a timeline"*	*"Repeat 20 times …"*	*"Draft your answers to the following question: use at least ten sentences, connected with conjunctions …"*
	"Explain the main concepts from today's lesson to a family member. Allow them to ask you questions. Record the conversation."	*"Choose three of the expectations we generated in class - next lesson be ready to report back on the extent to which they were true."*	*"Start to create the revision cards / flash cards / mind map you will use for exam revision"*	*"Choose, from this homework 'menu', your next three homeworks. Ensure one is from the 'more difficult' section"*	*"Here is a task and three strategies for completion. Complete the task and be ready to explain the strategy you used and why"*

Ensure the outcome of the homework receives a **response /** has a **function**					
Possible responses to the outcome of homework: (Involving **every** pupil)	Check completion	Pupils make predictions	Short recall test	Complete one example at pace	Refine and improve the draft answers
	Use the results of the task in the next class activity	Pupils exchange facts (e.g. white board; all contribute; photograph)	Peer practice	Team race questions	Rank order suggested pupil answers
	Mark the work	Pupils develop questions	Card sort/matching task	Find errors in a faulty answer	Read out and synthesise suggested pupil answers
	Pupils compare work / audit results /feedback	Pupils debate opinions / findings	Sequencing task	Create model examples	Create a model set of class answers from the pupils
	Pupils listen to each others recorded conversation and feedback.		Plan, and declare, a repeat of the recall task in four weeks.	Where choice is involved, group class according to choices to review	Peers complete each others test - mark themselves - discuss

Homework tasks that are less effective					
To avoid.	*"You've done the easy part, now go home – work unsupported – to complete the harder part"*	*"Find out about …" – without adding "and then …"*	*"Learn for a test next lesson" – avoid any approach that only reinforces short-term recall*	Endless repetition with no monitoring or evaluation	*"I've spent all lesson telling you about this, now cope on your own!"*
	"I've run out of time in my planning, so the pressure is on you to teach yourselves"	Unguided google	*"Know everything about …"*	*"Leave all the harder questions until you get home"*	*"There's an exercise at the end of the chapter that you should be able to do (probably)"*
				Questions without ever giving written exemplars	