



# Ulverston Victoria High School

## Homework and Self-directed Study Policy

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## UVHS Homework and self-directed study policy

### 1. Purpose

- Homework plays an important role in students' education. It is a key part of the learning process, providing a vital opportunity for students to review and reinforce their classroom learning.
- At UVHS we value the role that homework plays in ensuring students can develop the skills to organise their work, and to develop the independent study skills they need to be successful in their GCSE and A Level exams.
- Emphasis is placed on the quality and suitability of the learning tasks set. Homework will be reviewed by subject teachers in accordance with the UVHS assessment and feedback framework.
- Pupils will be expected to spend an increasing amount of time on homework as they progress through the school.

### 2. Principles

- To encourage pupils to become independent learners, achieve high standards, be creative and acquire personal organisational skills.
- To increase the opportunities for all pupils to reinforce their learning by undertaking tasks at home, which consolidate new knowledge, skills and ideas they have first been introduced to at school or prepare them for learning in later lessons.
- To strengthen the partnership between home and school by giving parents, guardians and carers the opportunity to support and encourage their child's learning in a practical way.

### 3. Role of teachers

The teaching staff will:

- Plan homework to ensure that it is an integral part of curriculum planning.
- Plan homework consistently as a department, outlining the types of activities and support available in their own department homework plans.
- Set appropriate tasks, based on the latest available evidence (see principles of effective homework for the four types of tasks that homework should fit into).
- Give clearly defined instructions and information needed for homework to be completed. This will be set as an 'assignment' on Microsoft Teams.
- Value pupils' completed work by reviewing it in accordance with the UVHS assessment and feedback framework.
- Sanction pupils who do not submit their homework on the specified day following the UVHS behaviour policy.
- Ensure pupils have the appropriate resources required to complete homework.
- Reward pupils where appropriate for effort, attainment and consistent meeting of deadlines in accordance with the UVHS behaviour policy.

### 4. Role of parents, guardians and carers

Parents, guardians and carers are expected to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework – alone or with an adult.
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.
- Use Edulink to help pupils manage their homework deadlines.

### 5. Role of pupils

Pupils are expected to:

- Actively monitor the homework that has been set for them on Teams.
- Ask for help if it is not clear to them what they have to do.
- Approach their homework with effort, diligence and pride.
- Submit their homework on time and in good presentational order.

#### **6. Progression of home learning from Year 7 to 13**

- Homework and self-directed study will be set regularly for all students from Year 7 to 13 as outlined in the principles for effective homework document.
- At KS3 students will be expected to spend between 20-30 minutes on each homework task.
- At KS4 students will be expected to spend between 30-40 minutes on each homework task.
- At KS5 students will be required to manage their own time and will be issued deadlines with which to complete their work. They will be responsible for their own workload and will be expected to apportion their own time to complete tasks to or ahead of deadline. KS5 students should make use of study periods on their timetable to help manage their workload with regards to self-directed study.

#### **7. Monitoring and review**

- This policy will be monitored and reviewed every two years by the UVHS Governing body.

## UVHS Principles of Effective Homework – KS3 and KS4

Key area	KS3	KS4
<b>Regularity and time spent on homework</b>	<p>At KS3, for every lesson 5 minutes of homework should be set, so in a 6-week half term homework should be set according to the following model:</p> <ul style="list-style-type: none"> <li>• 1 x lesson a week – 30 minutes of homework.</li> <li>• 2 x lessons a week – 60 minutes of homework.</li> <li>• 3 x lessons a week – 90 minutes of homework.</li> <li>• 4 x lessons a week – 120 minutes of homework.</li> </ul> <p>Departments should decide how to split homework tasks to fit their schemes of work. To ensure homework is manageable for students, homework should be split into bitesize chunks of between 20 - 30 minutes. This time recommendation should be made clear to students. Longer project-style homework should be split into manageable sections for students.</p>	<p>At KS4, for every lesson 5 – 7 minutes of homework should be set, so in a 6-week half term homework should be set according to the following model:</p> <ul style="list-style-type: none"> <li>• 1 x lesson a week – 30 – 40 minutes of homework.</li> <li>• 2 x lessons a week – 60 - 80 minutes of homework.</li> <li>• 3 x lessons a week – 90 – 120 minutes of homework.</li> <li>• 4 x lessons a week – 120 - 160 minutes of homework.</li> </ul> <p>Departments should decide how to split homework tasks to fit their schemes of work. To ensure homework is manageable for students, homework should be split into bitesize chunks of between 30 - 40 minutes. This time recommendation should be made clear to students. Longer project-style homework should be split into manageable sections for students.</p> <p>Homework should be paused during GCSE mock and final exams to allow focus on revision.</p>
<b>Purpose of homework</b>	<p>Homework should fit into one of the types listed below:</p> <ol style="list-style-type: none"> <li>1. Recall, retrieval and revision tasks</li> <li>2. Practice tasks – <i>e.g. exam-style questions.</i></li> <li>3. Preparation tasks – <i>e.g. planning an exam answer.</i></li> <li>4. Guided research based tasks.</li> <li>5. Creative tasks</li> </ol>	<p>Homework should fit into one of the types listed below:</p> <ol style="list-style-type: none"> <li>1. Recall, retrieval and revision tasks</li> <li>2. Practice tasks – <i>e.g. exam-style questions.</i></li> <li>3. Preparation tasks – <i>e.g. planning an exam answer.</i></li> <li>4. Guided research based tasks.</li> <li>5. Creative tasks</li> </ol>
<b>Support for students and parents</b>	<ul style="list-style-type: none"> <li>• Homework added to Teams with accompanying resources attached.</li> <li>• Parents are able to track homework on Edulink.</li> <li>• Assessment dates added to Teams.</li> <li>• Instructions on Teams should be clear and specific with success criteria for students. Links and attachments to supporting resources should be given.</li> <li>• Paper copies of worksheets should be provided where possible.</li> <li>• At least one week should be given to complete homework.</li> <li>• Subject homework plan that outlines what homework will look like in their subject, with accompanying links to resources to support.</li> <li>• Homework club available for students who need support with managing and completing homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework added to Teams with accompanying resources attached.</li> <li>• Parents are able to track homework on Edulink.</li> <li>• Assessment dates added to Teams.</li> <li>• Instructions on Teams should be clear and specific with success criteria for students. Links and attachments to supporting resources should be given.</li> <li>• Paper copies of worksheets should be provided where possible.</li> <li>• At least one week should be given to complete homework.</li> <li>• Subject homework plan that outlines what homework will look like in their subject, with accompanying links to resources to support.</li> <li>• Homework club available for students who need support with managing and completing homework.</li> </ul>
<b>Awards and sanctions for homework</b>	<p><b>Awards:</b> ‘House Points’ on Yellow Sticker and ‘Student of the Week’ (For excellent homework tasks).</p> <p><b>Sanctions:</b> Extension and No HW auto-email; Subject teacher detention; Faculty detention; SLT detention.</p>	<p><b>Awards:</b> ‘House Points’ on Yellow Sticker and ‘Student of the Week’ (For excellent homework tasks).</p> <p><b>Sanctions:</b> Extension and No HW auto-email; Subject teacher detention; Faculty detention; SLT detention.</p>
<b>Feedback and assessment of homework</b>	<p>Departments should follow the UVHS assessment and feedback framework and apply this to homework tasks. Feedback can include:</p> <ul style="list-style-type: none"> <li>• Teacher assessment with yellow sticker</li> <li>• Peer or self-assessment</li> <li>• Online marked homework and whole-class feedback to address misconceptions</li> </ul>	<p>Departments should follow the UVHS assessment and feedback framework and apply this to homework tasks. Feedback can include:</p> <ul style="list-style-type: none"> <li>• Teacher assessment with yellow sticker</li> <li>• Peer or self-assessment</li> <li>• Online marked homework and whole-class feedback to address misconceptions</li> </ul>



## UVHS Principles of Effective Self-directed Study – KS5

Key area	KS5
<b>Regularity and time spent for self-directed study</b>	<p>At KS5, for every lesson at least 6-7 minutes of self-directed study should be set, so in a 6-week half term it should be set according to the following model:</p> <ul style="list-style-type: none"> <li>• 1 x lesson a week – <b>at least</b> 40 minutes of self-directed study.</li> <li>• 2 x lessons a week – <b>at least</b> 80 minutes of self-directed study.</li> <li>• 3 x lessons a week – <b>at least</b> 120 minutes of self-directed study.</li> <li>• 4 x lessons a week – <b>at least</b> 160 minutes of self-directed study.</li> </ul> <p>Self-directed study should be manageable for students, and they should be encouraged to make use of study periods on their timetable to help manage their workload. The time spent on each piece of self-directed study will be dependent on the task (e.g. using exam-board timing recommendations for exam questions), but the time recommendation should be made clear to students.</p> <p>The focus of self-directed study during A Level mock exams and final exams should be revision, and all other self-directed study should be paused during these periods.</p>
<b>Purpose of self-directed study</b>	<p>Self-directed study should fit into one of the types listed below:</p> <ol style="list-style-type: none"> <li>1. Recall, retrieval and revision tasks</li> <li>2. Practice tasks – <i>e.g. exam-style questions.</i></li> <li>3. Preparation tasks – <i>e.g. planning an exam answer.</i></li> <li>4. Guided research based tasks – <i>e.g. wider reading.</i></li> <li>5. Creative tasks</li> </ol>
<b>Support for students and parents</b>	<ul style="list-style-type: none"> <li>• Self-directed study added to Teams with accompanying resources attached.</li> <li>• Assessment dates added to Teams.</li> <li>• Instructions on Teams should be clear and specific with success criteria for students. Links and attachments to supporting resources should be given.</li> <li>• Paper copies of worksheets should be provided where possible.</li> <li>• At least one week to complete a self-directed study task.</li> <li>• Subject plan that outlines what self-directed study will look like in their subject, with accompanying links to resources to support.</li> <li>• Academic Progress Group (APG).</li> </ul>
<b>Awards and sanctions for self-directed study</b>	<p><b>Awards:</b> 'Sixth Form Commendation – For excellent homework'.</p> <p><b>Sanctions:</b> No HW auto-email and extension; Sixth Form Contract Steps (For repeated failure to meet deadlines).</p>
<b>Feedback and assessment of self-directed study</b>	<p>Departments should follow the UVHS assessment and feedback framework and apply this to self-directed study. Feedback can include:</p> <ul style="list-style-type: none"> <li>• Teacher assessment with yellow feedback sheet</li> <li>• Peer or self-assessment</li> <li>• Online marked homework and whole-class feedback to address misconceptions</li> <li>• Assessment of understanding through questioning – e.g. discussion of reading task set</li> </ul>

