

The Cumberland School Newham



Determined, ambitious learners

HOMEWORK POLICY

1. The Cumberland School Mission Statement

The Cumberland School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full.

2.0 Policy links to school mission, aims and values

The policy links with the following areas specified in the SDP:

- Teaching and learning: teaching and learning policy, student achievement and progress, equal opportunities, feedback policy
- Behaviour policy
- Leadership: communication policy
- SMSC: rewards policy

3.0 Statutory Framework

Although the government has not set a statutory framework for assignments (including homework), The Cumberland School recognises the need for assignments as evidenced in research by the Education Endowment Foundation (EEF). The EEF states that, on average, the impact of assignments on learning is consistently positive, leading to on average five months' additional progress.

Expectations of the frequency and duration of assignments have been decided by school leaders and has been included on Dynamic Progress Reporting (DPR) - an online portal where students and parents can track the progress of learning taking place over the course of the year as well as set and track assignments.

4.0 Purposes

The Cumberland School assignments policy covers homework set for students. All assignments should be explicitly linked to key learning objectives, specific to a student's ability. TCS sets assignments that may be completed by students during extended school opening hours or at home.

Assignments are important to all stakeholders:

- For students: to extend and reinforce explicitly outlined key learning objectives so that the student develops self-regulation and progress in their learning
- For staff: to consolidate and extend learning in class so that all students make expected or more than expected progress
- For parents/carers: to involve parents in the learning process and improve home-school communication through DPR.

5.0 Implementation

The table below outlines the minimum expected frequency of assignments that teachers should set per week, as outlined by subject leaders in the school. Students in key stage 3 should spend around 2 hours on assignments per day and students in key stage 4 should spend around 3 hours on assignments per day. These are approximate guidelines set by the school and will vary on the subject and type of assignment set. Students are encouraged to use the school facilities and support

available: before, during and after school hours as well as have the option to complete the assignments at home.

Departments / No. of assignment	Y7	Y8	Y9	Y10	Y11
English	1	1	2	2	2
Mathematics	1	1	2	2	2
Science	1	1	2	2	2
Art	0.5	0.5	1	1	1
Business	0	0	1	1	1
Computer Science	0.5	0.5	1	1	1
Drama	0.5	0.5	1	1	1
Food	0.5	0.5	1	1	1
Geography	1	1	1	1	2
History	1	1	1	1	2
Media	0	0	1	1	1
MFL	1	1	1	1	2
Sociology	0	0	1	1	1
RE	0.5	0.5	1	1	1
DT	0.5	0.5	1	1	1
PE	0.5	0.5	0.5	0.5	1
Music	0.5	0.5	1	1	1
BTEC Sport	0	0	1	1	2
EAL	1	1	1	1	1

(0.5 means 1 assignment over 2 weeks).

Expectations of teachers:

- All assignments should be linked to a key objective (KO) as identified on students' learning pathways
- These are also available on each student's DPR and should be outlined as part of the scheme of work provided by the Head of department
- All assignments should be appropriately differentiated to meet the different needs of students
- Teachers should explain the set assignment to the class at the time the assignment has been set
- Teachers should allow sufficient time to complete the assignment
- Teachers should provide timely and specific feedback on assignments
- Teachers should indicate an expected time length for the completion of assignments set
- Teacher should use the school sanctions and rewards ladder as appropriate when assessing assignments

6.0 Links with other policy areas

This policy has links with the whole school feedback policy as well as the whole school assessment policy.

7.0 Policy documentation control

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