



TANFIELD

SCHOOL

HARD WORK | TRUST | FAIRNESS

HOMework POLICY

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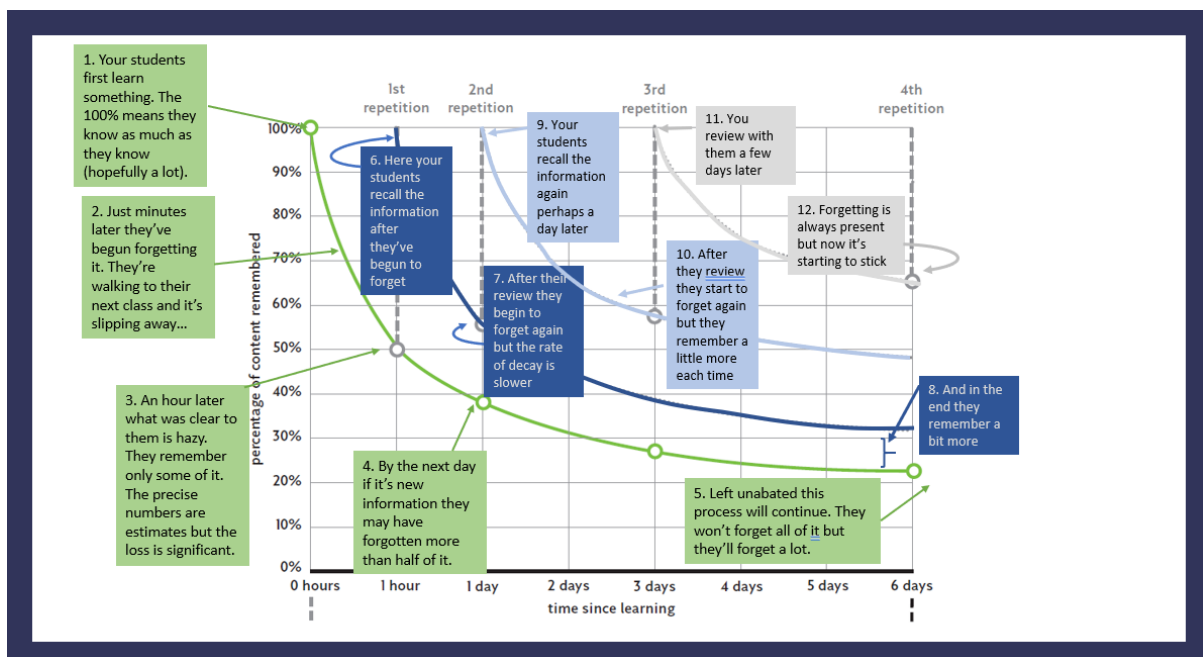
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1. RATIONALE: WHY WE DO WHAT WE DO.

Every day, students are required to revisit prior learning in order to interrupt the forgetting of knowledge. The forgetting curve shows how learned information slips out of our memories over time – unless we take action to keep it there. The steepest drop in memory happens quickly after learning, so it's important to revisit the information you've learned sooner rather than later.



At Tanfield, a culture of revision is at the heart of students' everyday practice in Morning Meetings, in lessons and it is central to all home learning. The students' Reflection and Retrieval books are a key part of this process. Homework is designed to ensure the development of powerful knowledge and practise the application of that knowledge. Homework enhances pupil learning, improves achievement and develops students' independent study skills and as such is an integral part of the curriculum. Students are given all the learning resources that they need to complete homework and extended support is available at school for students to maximise their learning.

Homework enables students to:

- Develop powerful knowledge
- Practise the application of knowledge and skills
- Address knowledge and skills gaps
- Consolidate and extend work covered in class
- Prepare for examinations

- Develop powerful learning habits including Hard Work and Resilience

2. HOMEWORK AT TANFIELD

AT TANFIELD SCHOOL WE WILL:

- Set homework to the homework timetable
- Assign homework task: quizzing and one of the 3 core revision strategies.
- Set tasks that Stretch and Challenge
- Create homework that prepares students for learning that will take place in school
- Relate homework to the focus on retrieval practice to prepare for learning that has taken place in school
- Assess homework and give feedback
- Provide support for students, eg: homework guidance, Junior Champions, support in the Link. directed homework support sessions and Champions Hour

All homework is assigned in the Google classrooms in line with the homework timetable for Years 7-10.

2.1 YEAR 7, 8 AND 9 HOMEWORK

Years 7, 8 and 9 Homework Expectations : maximum 60 minutes as maximum Monday-Friday		
Task	Where is it completed	Checked by
<ul style="list-style-type: none"> • Quizzing based on a section of the Knowledge Organiser and subject presentation • For English and Science a Tassomai quiz (3 fractional daily goals a week each subject) and Maths Sparx quizzing • Daily Sparx Reader • Optional Stretch Task for subjects other than Maths, English and Science. 	Year group Google Homework classroom* *may include link to online quizzing	Year lead (SL assigned role)

<ul style="list-style-type: none"> Revision strategy task based on a section of the Knowledge Organiser that covers a page of their homework book. 	Homework Book	Advisors only check LCWC on Wednesday and Friday mornings.
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2.2 YEAR 10 HOMEWORK

Years 10 Homework Expectations: minimum 60 minutes Monday-Friday		
Task	Where is it completed	Checked by...
<p>G.C.S.E Subjects</p> <ul style="list-style-type: none"> Quizzing based on a section of the Knowledge Organiser and subject presentation For English, Science, History and Geography a Tassomai quiz (3 fractional daily goals a week each subject) and Maths Sparx quizzing Optional Stretch Task for subjects other than Maths, English and Science. Trialled use of Progress Checks by Geography, RE and Science 2025-2026 (see Y11 model) 	<p>Google subject classroom*</p> <p>*may include link to online quizzing</p>	Class teacher online
<ul style="list-style-type: none"> Revision strategy task based on a section of the Knowledge Organiser that covers a page of their homework book. 	Homework Book	Advisors only check for LCWC, mindmaps, Cornell notes of flashcards on Wednesday and Friday mornings.
<ul style="list-style-type: none"> Subject focused task can be an independent practice question, GCSEPod with assigned Cornell notes etc 	Task on Google subject classroom/paper	Class teacher

<p>BTEC subjects Homework will be set in line with the current course focus:</p> <ul style="list-style-type: none"> • coursework- directed tasks on coursework • quizzing or practice questions in preparation for assessments. 	<p>On Google classroom</p> <p>Using KOs or revision materials</p>	<p>Class teacher</p>
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2.3 YEAR 11 HOMEWORK

*Y11 does not have a set timetable, subjects are guided to set homework deadlines through the subject Google classroom and ensure adequate time is given to complete tasks. Homework quizzing is a weekly expectation for all subjects as a minimum.

<p>Year 11 minimum 60-90 minutes * this will be adapted for the final Cycle before the final G.C.S.E. examinations</p>	
<p>Tasks</p>	<p>Where is it completed</p>
<ul style="list-style-type: none"> • Y11 have fortnightly Progress Checks in their G.C.S.E subjects. • Students are guided to learn specific nuggets of content to prepare for a timed progress check in lesson time. The nuggets are the G.C.S.E course broken down into sections to support guided revision and deliberate practice. • Subjects assign homework nuggets to drive progress and in preparation for GCSE examinations. • The nuggets will include quizzing for retrieval practice. Additional homework will also be set which may be wider reading, practice examination questions, use of GCSEPod, Seneca Learning or other relevant tasks. • Quizzing for retrieval practice and interleaving: using Google forms, using KO, revision guides, GCSEPods quizzing etc • For English, Science, History and Geography a Tassomai quiz with fractional daily goals with a minimum of 5 per week and Maths Sparx quizzing which is nightly • Non-GCSE subjects will set homework in line with the course requirements. 	<p>Resources and guidance on the Google subject classroom*</p> <p>Revision Guides and KOs</p> <p>*may include link to online quizzing</p>

3. WE ARE WHAT WE DO

At Tanfield, as we work towards our sentence, we seek to create a culture where we do the right thing as it is the right thing to do. We work hard, give 100% and do not give up. We recognise and appreciate all of Team Tanfield who live our values of Hard Work, Trust and Fairness. At the same time, we recognise and expect those who have not lived by those values, to reflect, to reset and to correct.

3.1 APPRECIATING ENGAGEMENT AND ACHIEVEMENT

Positives will be awarded for:

- 100% Quiz scores
- Revision Strategy tasks completed to the standard expected
- Quality optional Stretch homework
- Assignments completed to deadlines and to expectations

Class teachers should narrate the positive with regard to homework and share examples of homework that demonstrate our values of Hard Work, Trust and Fairness. We will also issue praise postcards and make phone calls home to appreciate homework engagement and achievement

3.2 DRIVING HOMEWORK ENGAGEMENT

When homework is not completed, teachers should initially remind students of the 100%/ expectation, the fractional daily goals expectations and narrate why we have homework and why we do what we do. Teachers will remind students of expectations, narrating the positives, and set the final deadline for expectations to be met. As a team we will always provide support aiming to remove barriers that prevent completion of tasks. For the revision strategy section students will stay back after the afternoon meeting to complete this missed aspect of the homework for 60 minutes. A text message will inform parents. Y11 may be guided to Champions Hour to support focused Progress Check revision or other work as required and following discussions with parents.

If homework quizzing is still not completed, then sanctions should be used by class teachers. Teachers receive support from their Subject Leader, Heads of Student Guidance and Senior Leadership Staff. The sanctions are as follows:

1. Class teacher – discussion with student, after school detention, and informing parents via the awarding a negative on Arbor and a text via the main office. **Any phone calls home must be logged on Arbor.**

2. Subject Leaders – speak to students who have persistently not completed homework. Subject Leader detention for non-completion of class teacher detention. Refer to Head of Student Guidance and Year Manager for students persistently failing to complete homework and for non-attendance.
3. Advisors - through daily monitoring of Braindumps, Look, Cover, Write and Check/given revision strategy, identify students with homework problems across several curriculum areas and refer to Head of Student Guidance as well as Year Managers.
4. Year Manager– parental contact including meetings, refer to Behaviour Support staff, Head of Student Guidance or Assistant Head (as appropriate) in the case of students persistently failing to complete homework
5. Persistent incompleteness of homework will lead to students being directed to homework detention sessions, from 3:10pm-4pm, for three consecutive weeks. This is to support students resetting their homework routine and ensure that they keep up-to-date with homework. Persistent criteria- missing the same subject 3 consecutive times, missing more than 3 subjects in a week.

In cases where personal circumstances prevent students from completing homework, the Year Manager must inform the Subject Leader and class teacher so they can provide support. This may involve differentiated work, opportunities to complete the work in school, or in a different format. The expectation of students completing homework remains. Homework club is available in N133 the Link based to support all students with the completion of homework and is staffed to support this.

Junior Champions is available for all students 3:10-4pm for homework support which is staffed.

KS3 and KS4 English, Maths and Science homework expectations and detentions

Tassomai English and Science (* This also applies to KS4 History and Geography)

- Students must complete a minimum of **three** separate Tassomai fractional daily goals per week.
- Each week runs from Monday to Sunday.
- A detention will be issued for incomplete homework if there are fewer than three fractional daily goals completed in Years 7-10 and for fewer than 5 fractional daily goals in Year 11.
- Students must ensure they complete the Fractional Daily Goal target weekly - Tassomai will inform them when they have done this.
- The option is there to complete more than the target - this extra effort will be rewarded.

- These tasks must be completed by the end of Sunday..
- Homework will be checked on a Monday morning.

If students fail to complete their fractional daily goals target on Tassomai they will be issued with a detention the following week in line with Behaviour Policy.

Maths

Students are required to complete the 1 hour Maths per week, split over 3 nights and ensure 100% completion. For Year 11 there is a nightly task during the week.

In summary, each subject has a separate detention night depending on the criteria outlined above.

Absence

If a student is absent for 4 or more days, homework incompleteness will not be sanctioned for the days when a student was not in school.

For any other length of absence, students are required to complete all homework. Incompletion of homework will be sanctioned inline with Behaviour policy.

NB: Sanctions and Incentives may change following the current review of Whole School Rewards

4. RESPONSIBILITIES AT TEAM TANFIELD

4.1 THE ROLE OF THE STUDENTS

1. To complete the daily braindumps in Y7 , Y8 and Y9.
2. To watch the presentation, complete the quizzing section of homework aiming for 100% and submit the quiz assignment. For English and Science, complete the Tassomai quiz and for Maths the Sparx quizzing.
3. To complete the revision strategy task in homework books and have this ready to show advisors each morning.
4. May complete the optional stretch
5. Attempt all work and give their best
6. To inform the class teacher of any difficulties

4.2 THE ROLE OF THE ADVISORS YEARS 7-10

1. To check the completion and quality of brain dumps (only Year 7-9) and revision Strategy task section of homework daily for Year 7-10.
2. Reward positives for completion of the brain dumps and Revision Strategy Task which are to the high standard expected.
3. To note and respond to any homework not completed, informing the Year Manager and Head of Student Guidance for students to be in detention after school that day. * Recurrent issues, inform Year Manager and Head of Student Guidance.
4. To monitor setting out homework by students in the morning meeting and check homework books in the morning meeting for quality of work and completion to expectations..

4.3 THE ROLE OF THE YEAR SUBJECT LEAD

The Year Subject Lead will:

1. Create a Google form quiz with questions to assess what students have learned from the content video or set the Tassomai or Sparx quizzing.
2. To ensure the quiz questions are based on the core knowledge from the using the Knowledge Questions and Knowledge Organisers for the unit/Cycle.
3. To state clearly, the section of the Knowledge Organiser to use for the Revision Strategy Task element of the homework.
4. Set multiple choice questions, so that it is automatically marked .
5. In the quiz make all but the Stretch task compulsory and that the aim is for 100%.
6. Quiz needs to focus on threshold concepts and content. Revision quizzes to also close knowledge gaps. Questions need to challenge students.
7. The Stretch Task in the final part of the quiz is optional, set a range of learning activities to encourage independence and resilience.
8. Set the quiz in the correct Google classroom with the correct settings.

9. The day following the homework, extract the spreadsheet for the scores for the students.
10. Share spreadsheet with department for class teachers to use to inform teaching: review recaps/challenge misconceptions
11. For Tassomai and Sparx, monitor completion and reward and sanction in line with expectations. * roles for this are designated by the subject leader.

4.4 THE ROLE OF THE SUBJECT TEACHER

1. Review homework: quizzing and Revision Strategy Task and act on findings in updating recaps, reteaching to address misconceptions, check for key thresholds. Address issues in class time.
2. Review the spreadsheet for your class/classes.
3. Check the scores and identify where homework has not been completed. Send email as a reminder.
4. Award positive for 100% and comment.
5. Where less than 100%, make a comment and return the quiz.
6. Review the Optional Stretch and award positives and comment.
7. KS4: Class teachers review the results for their own classes and use data to inform teaching.
8. KS4: Class teachers mark written tasks (set as either Google doc or physical copies).

4.5 THE ROLE OF SUBJECT LEADS

1. Identify the Subject Year Lead from the department team who will be in charge of creating the learning resources and QA the presentations and quiz questions.
2. To monitor and evaluate homework performance and engagement and act on trends.

4.6 THE ROLE OF THE SENIOR LEADERS/MEETING LEADS

1. To provide staff, students and parents with the necessary homework documentation
2. To develop classroom practice to enhance homework across the school
3. To monitor the homework provision, implementation, impact and feedback to departments.
4. To monitor and evaluate the school homework policy
5. To review annually the school homework policy

4.7 THE ROLE OF THE PARENTS

The role of the parent is crucial if a child is to gain success from homework. They should reinforce its value through positive feedback and give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by:

- Providing a table, chair and a quiet place to work
- Checking the time spent on individual tasks
- Support with quizzing
- Checking presentation and content of all homework being returned to school
- Providing the school with information about any problems by contacting the school directly. Students will be given tasks appropriate to their needs and that are achievable within the set time.

Homework timetables

Y7, Y8 and Y9

WEEK A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Sparx Reader Maths Sparx Tassomai: English and Science	Sparx Reader History	Sparx Reader Maths Sparx Tassomai: English and Science	Sparx Reader French	Sparx Reader Maths Sparx Tassomai: English and Science
WEEK B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Sparx Reader Maths Sparx Tassomai: English and Science	Sparx Reader Geography	Sparx Reader Maths Sparx Tassomai: English and Science	Sparx Reader RE	Sparx Reader Maths Sparx Tassomai: English and Science

Y10

WEEK A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Maths Sparx Tassomai: English, Science, History and Geography	Option A	Maths Sparx Tassomai: English, Science, History and Geography	Option B	Maths Sparx Tassomai: English, Science, History and Geography
WEEK B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Maths Sparx Tassomai: English, Science, History and Geography	Option C	Maths Sparx Tassomai: English, Science, History and Geography	Option D)	Maths Sparx Tassomai: English, Science, History and Geography