



POLICY DOCUMENT FRONTPAGE

Homework Policy

CURRENT POLICY

APPROVED AS A CHAIR'S ACTION

**THIS POLICY IS REGULARLY REVIEWED
FOLLOWING RECOMMENDED GUIDELINES**



HOMEWORK POLICY

Introduction

At Alec Hunter Academy, we believe that homework is an integral part of a student's learning experience. Homework has significant benefits for student progress and learning and will help them to become independent and organised learners. The research undertaken by the Education Endowment Foundation (EEF) shows that effective homework can improve student progress by up to 5 months. The most effective homework either links to the learning studied already in class or prepares the student for learning they are about to learn in class. We also know that homework is more effective when students understand the purpose of the work they have been set, and we will ensure that we promote the value of homework with our students and the impact it can have on their progress and development of life skills for the future.

Homework is set regularly at Alec Hunter Academy, but the amount and type of work set depends upon the age and ability of the individual student, together with the nature of the subject. The school seeks to develop increasingly independent learners who take responsibility for their own learning. Homework makes an important contribution to this process and, therefore, it is our expectation that students will complete every piece of homework set. Class teachers will set deadlines for the completion of homework and by meeting these deadlines, students will also develop important life skills for the future world of work and learning.

The aim of this policy is that it will provide parents with clarity around why we set homework at Alec Hunter Academy and to ensure we have a consistent approach to the setting of homework across the school.

Why do we set homework at Alec Hunter Academy?

- To reinforce, embed and extend work covered in class.
- To prepare for the next lesson or topic.
- To develop important revision skills and techniques for assessments and exams.
- To introduce activities that are not suited to the classroom.
- To develop reading skills and reading habits.
- To develop good study habits, self-discipline and personal organisation.
- To occasionally inform the assessment of progress.

What type of homework will be set?

The type of homework set will vary according to the student's ability, age and the purpose of the task. Specific homework tasks set will be determined by individual teachers and may include:

Researching, reading, note-making, summarising, answering questions, creative tasks, worksheets, learning vocabulary, practising conversations, preparing presentations, problem solving, testing, collecting data, revising, writing essays, tasks to reinforce learning, sketching or providing some context for the next stage of learning. *NB. Please note that this is not a definitive list and the choice of task is at the teacher's discretion and a choice of activities may be offered.*

How often is homework set and how long should it last?

All students will be set homework that is challenging and relevant to their learning needs set out within the guidelines below. To ensure that meaningful and valuable homework can be set in every subject, the Academy does not provide a fixed daily homework timetable. Furthermore, it is not anticipated that all homework should be or will be marked, and staff will refer to the Assessment, Feedback and Presentation Policy as guidance about how frequently work should be marked.

Key Stage Three (Years 7-9)

The following subjects will set one homework a week: Mathematics, Science, Modern Foreign Languages, History, Geography and Technology. English will typically set one written and one reading homework per week. Due to the nature of the following subjects, as well as seeing pupils less frequently, homework in RPE, Art, Drama, Computer Science and Music will be set on a fortnightly basis.

Learning for Life and PE will set homework as and when deemed necessary by the class teacher.

It is expected that pupils will spend approximately 30 minutes on each subject. To prepare students for the increase in homework in Year 10 and Year 11, it is anticipated that homework will become more challenging each year.

Key Stage Four (Years 10-11)

All examination subjects at KS4 will set homework once each week.

It is expected that pupils will spend approximately 60 minutes on each subject.

In Year 11 there is also an expectation that students spend additional time, on top of the homework that has been set by completing revision activities (we recommend approximately one hour of revision per subject per week). Many Year 11 teachers will set guided revision activities in addition to homework set that links to the learning in class to help the Year 11 students to structure their revision. Our experience shows that when Year 11 students begin their revision early in the academic year, they have greater success in their end of year exams.

Year 11 students will be encouraged to organise themselves by creating a revision timetable which can help them manage their workload.

The recording and communication of homework

All homework is set on Satchel One (formally known as Show My Homework). Satchel One can be downloaded as an app on a mobile phone or a device and/or accessed through the web link www.satchelone.com on a desktop computer or a laptop. Students will be expected to regularly look at Satchel One when they are at home to ensure they know what homework they need to complete. Parents will also receive an individual pin number so that they can access their child's account and support in the managing and completion of homework. Parents who take an interest in their child's learning at school can have a significant impact on their child's progress.

It is the student's responsibility to ensure that they can access Satchel One. Students will use single sign-on to access Satchel One with the same details that they use to access the computers at school. If they forget these details and need a password reset, then they should approach their form tutor, who can reset it for them. Outside of a genuine technical issue, teachers will not accept the excuse that they were unable to access the site due to not being able to log in as a reason for not completing homework. Where there is a genuine technical issue, parents should write their teacher a note to let the teacher know the reason why homework has not been completed on time. For technical issues, other than password resets, students should speak to the IT Support Team in school to help troubleshoot the issue. Furthermore, if students find it difficult to use the site when they are at home, there is a dedicated Satchel One support team that can be accessed through the website/app.

Most of our teachers will set work to be submitted in class, usually on paper or in their class exercise book. In some subjects, teachers may request that the work is submitted online via Satchel One. As our school subscribes to Office 365, all our students have free access to online versions of Word, Excel and PPT and every student has a cloud drive (One Drive) and email account (Outlook) whereby they can complete work that is set for them if it is to be completed online. Satchel One has a range of help videos that can assist if students find it hard uploading work on the system.

If students struggle with the work that is set when they are at home, Satchel One offers the ability for the student to ask their teacher a question. Students can also email teachers using their school Outlook account. Our staff will do their best to respond within 3 working days. Alternatively, if students require a quicker response, the student should find the teacher at school and ask for help or guidance. It is better for students to ask questions before the deadline rather than not complete the homework. It is important to note that if a student asks their teacher a question through the Satchel One program, then there is an expectation that the student is polite, respectful and uses good written communication in their request for help. Any inappropriate, abusive or offensive messages will be reported to the relevant Head of Year/LG in charge of Key Stage, and a sanction will be given. **There is also an expectation that parents are polite and respectful to our staff when communicating with regards to homework as when communicating over any issue.**

Failure to complete homework

A regular homework routine is important. If there is an exceptional reason why homework cannot be completed by the deadline, a parent or carer should write the teacher a note, send an email or contact the school to explain why it has not been possible. Otherwise, students will be set a detention in school if they fail to give in their

Homework on time or to the standard expected. If an after-school detention is set, a minimum of 48 hours' notice will be given informing students and tutors via SIMS registers and parents via in-touch messaging however, the school does not require parental consent for detentions.

Students in KS3 will receive a 30-minute detention for failing to complete their homework whereas students in KS4 will receive a 1-hour detention. Where a detention has been given, it is the parents' responsibility to arrange transport home. If students have received a detention for incomplete homework and are able to complete the homework to a high standard at least 24 hours before the detention, then the detention will be cancelled.

There may be instances where the homework that is assigned by the teacher is essential for the learning that is to take place in the lesson for which the homework is due. In such cases, it is not possible to provide an extension to the deadline, as the purpose of the homework will have been rendered irrelevant. When homework is required as part of the pre-learning or contributes to a task that is to be completed in a lesson when the homework is due, the teacher will clearly communicate this to the class and by noting it on the task on Satchel One. Consequently, students must ensure they meet the deadline. In such instances, the class teacher may set a detention if the deadline has not been met, and the detention cannot be cancelled.

Plagiarism and the Use of Generative AI for Homework Tasks

We are aware that many students may be tempted to find shortcuts to complete homework tasks. For example, students may use generative AI to complete a homework task and then pass the work off as their own. In such cases, the student will not have learned anything, and it will hinder their academic progress. Additionally, it is plagiarism to pass another author's work of as one's own. To prepare students for public exams and any further education they may embark on, we do not encourage students to do this, as although it may be unintentional, it is dishonest and means the work lacks academic integrity. Alternatively, they may decide to copy extracts of text from the internet when completing research, where it would be better for them to put research in their own words and learn something from the research they have completed.

There are instances when it may be acceptable for students to use generative AI, and these can be found in Appendix 1. Students will be given further guidance around this, and they will be encouraged to reference the use of generative AI if they have used it, to ensure teachers are able to see what work is their own.

If a piece of completed homework is suspected to have been completed through inappropriate use of generative AI or the internet, teachers have the right to request that students redo the homework in their own words and they can set a detention. If the student reattempts the homework in their own words within 24 hours of the detention, it will be cancelled.

Further information around the suitable use of AI can be found in the **AI Policy**.

Responsibilities

Students are expected to:

- ensure they are organised and have a routine for recording and checking homework (either by downloading the Satchel One App onto a device for regular monitoring or by accessing www.satchelone.com online using a desktop or a laptop). If students do not have access to Satchel One at home, then their parents should write to their Head of Year so that a paper planner can be provided for their child to write down homework when it is set.
- check and login regularly to Satchel One to find out what homework has been set and when it is due and to read any notifications or announcements given by their class teachers.
- take responsibility for homework, take pride in it and have high expectations of it
- listen carefully to all instructions about homework during the lesson
- complete all homework on time
- actively seek help if they do not understand any part of a homework task, asking for help well before deadlines
- Ensure that if generative AI is used to complete homework tasks, it is in accordance with the guidelines of Appendix 1. Students should not pass off work as their own if they have use generative AI or copied work from the internet as this is known as plagiarism
- attend all sanctions set in line with not completing homework

Parents are asked to:

- create a Satchel One account so that they can monitor their child's homework and support their child, if necessary, to complete all homework on time.
- regularly check Satchel One to help their child to manage their homework and remind their child of the school's expectations around homework.
- encourage and support students with their homework, positively reinforcing its value
- help establish a good routine for homework
- provide a calm and quiet environment at home enabling the student to engage and complete all homework
- praise their child for effort and the strategies they use to complete their homework, and not their ability
- Regularly check whether their child is not misusing generative AI to complete any homework tasks. Further guidance around the suitable use of generative AI for homework tasks can be found in Appendix 1.
- support and uphold the school sanctions to ensure homework is completed on time

Form Tutors are expected to:

- regularly remind students of the importance of checking Satchel One and the importance of meeting deadlines and being organised
- support their tutor group with resetting passwords if required
- promote and champion homework club and good study habits
- monitor their tutor group's homework completion record and where necessary, contact parents and place students who are regularly not completing homework onto Tutor report.
- support the school sanction system by reminding students about homework detentions and by escorting them to the detention room when sanctions have been set

Subject Teachers are expected to:

- ensure meaningful and motivating homework is set that links to the learning in the subject curriculum
- follow the guidelines about frequency and quantity of homework expected per key stage.
- explains all homework in lesson time, giving a clear and thorough explanation of the task
- sets all homework tasks onto Satchel One, including all relevant resources with clear instructions and appropriate deadlines (no less than 72 hours, ideally longer) to help students stay organised
- regularly check the completion of homework and record completion or non-completion onto Satchel One to help parents, tutors and Heads of Year to monitor homework completion
- provide help and support, when approached out of lessons. If help is requested online, to give a response within 3 working days.
- follow up all non-completion of homework as per the school Behaviour for Learning Policy
- respond to all parental contact regarding homework
- liaise and communicate effectively with Curriculum Leaders and Heads of Year as appropriate when concerns are identified regarding the persistent non-completion of homework by students in their class
- ensure that homework is acknowledged and checked in the lesson when homework is due and if required, that appropriate feedback is given
- regularly review homework to check for plagiarism and misuse of the internet or generative AI.
- reward students who have completed good quality homework on time.

Curriculum Leaders are expected to:

- ensure that the department sets homework tasks in accordance with this homework policy and that homework tasks are meaningful and motivating for students to make good progress
- monitor the recording and setting of homework by the department on Satchel One to ensure that appropriate homework is consistently set in line with the Academy's expectations.
- monitor persistent non-completion of homework within their Curriculum and Subject Areas and arrange meetings with parents when problems persist.

Heads of Year are expected to:

- monitor the non-completion of homework across the year group using Satchel One and SIMS to determine patterns of non-completion of homework and identify which students need support in the completion of homework
- support class teachers and Curriculum Leaders in applying this policy and appropriate sanctions for non-completion or missed deadlines

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- ensure systems are in place for repeat offenders for homework including meeting with parents and pupils and monitoring pupils on a homework report.

Leadership Group are expected to:

- ensure that the homework policy is monitored and applied by all Curriculum Leaders and class teachers
- maintain a high profile and status for homework through regular reference, celebration and praise
- support sanctions for persistent non-completion of homework, when significant or widespread issues have been escalated to Heads of Year and continue to require further intervention.
- provide facilities and support in school for homework completion
- monitor the setting, recording, completion and marking of homework through line management meetings, and spot checks carried out from time to time as part of the Academy's internal monitoring systems.

APPENDIX A - Guidance for Students on how to use AI responsibly

Example of Use	Comment
Asking AI to answer an essay question (or written task) for you and then passing this off as your own work.	This is known as plagiarism and is unacceptable for any subject or piece of work that you do at Alec Hunter Academy. If this is a piece of controlled assessment, it could result in you being disqualified from the course.
Asking AI to answer an essay question (or written task) for you and then making edits before handing into your teacher.	This is still plagiarism and it unacceptable (though it is slightly better than the one above). The problem is most of the hard thinking has already been done for you by the AI so you are gaining very little out of this for your own learning. It will not help you to make progress or prepare you for future work.
Providing the AI with some bullet points and guidance and then asking it to complete the written response.	The problem here is that the AI is doing the hard thinking for you and thing you need to practice for your exams later is writing essays yourself in a structured and coherent way. This will not help you in the long run and still means the work done by AI is not yours.
Asking AI to give you statistics or data to back up your work.	You need to be careful here. AI can hallucinate and make up facts. Sometimes you don't know if the statistics are right or where it is getting its information from.
Asking AI to assess your work and give you feedback.	You need to be careful here. AI will not necessarily use the same assessment criteria as your teacher would and therefore the feedback may be wrong.
Using AI to generate quiz questions and practice exam questions.	This could be a good way to use AI but you need to be confident that the questions they are posing to you provide the correct answers and that the exam questions are like those you do at school. It might lead you astray and mean you spend more time checking the questions rather than finding whether you know the answers!
Asking AI to translate a passage into English	This really depends on why you are doing this. If you have been asked to translate a text by your languages teacher, then this is not acceptable. If, however, you have found a piece of research or source written in another language and you think this information would be helpful for a project then this might be acceptable.
Asking AI to explain a concept that you are finding difficult	This can be useful as you can have a conversation with the AI and ask it to elaborate or explain it to you in a different way. However, you still need to check that you are receiving the right information by asking your teacher or comparing with other sources.
Using AI to generate a range of different ideas	This is a good way to come up with lots of ideas – some of your own and others by the AI. The important thing is that you credit the AI with any ideas that you choose to use and carefully evaluate the ideas it has, as they may not be fit for purpose.
Using AI as a dictation tool to type up your notes.	This is a good way to use AI as it can speed up copying up any handwritten notes onto a computer. This can save you time. You can ask the AI to provide a summary of your notes and a good task to do would be to check if you think the AI has understood the concept as well as you by checking their summary.
Asking AI to provide some reading suggestions for you on a topic you are interested in learning more about.	This is a good use of AI particularly if you give it clear prompts about what you are interested in. Again, you might need to check the suitability of the suggestions.

Talking to an AI in a foreign language for extra practice.	This is a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct.
Using AI to enhance the work you have done yourself by improving the design or layout of the work.	This is a great way to use AI as AI can come up with images to help make your work more attractive and personalised. It can also help you with the presentation of your work. You should bear in mind that some images have copyright rules attached so you should always provide references to any sources you have used so your teacher is aware.