

### An evidence-informed approach

Our approach to homework is based on

- [Guidance](#) from the Education Endowment Foundation
- John Hattie's Visible Learning research
- Feedback from teachers and parents.

### How do parents/carers know what homework is set?

- Online Maths and English homework is set every week, usually through Mathematics and Reading Eggs.
- Humanities, Science, PSD, Art, Computing, PE and FT set one paper-based homework per half term
- Please see the 'School Matters' bulletin to see what homework is being set in the coming week



### How it works

At Stormont House homework is set to **consolidate** learning that students are doing in class. It is material that looks similar to work that they have already done in class and is there to deepen understanding and encourage independence. **Tasks are linked to the scheme of learning in each subject** and are set at an appropriate level. Tasks have clear instructions for students and their parents/carers.

Homework is set during tutor time on Mondays and students are expected to return homework by Friday afternoon. Students receive feedback on their homework the following week from the subject teacher.

Homework submissions are monitored and learners who regularly complete homework receive green frogs and a reward at the end of term in the form of a postcard home and a celebration assembly.

We offer a weekly study skills club after school to offer support and an appropriate space to complete homework.

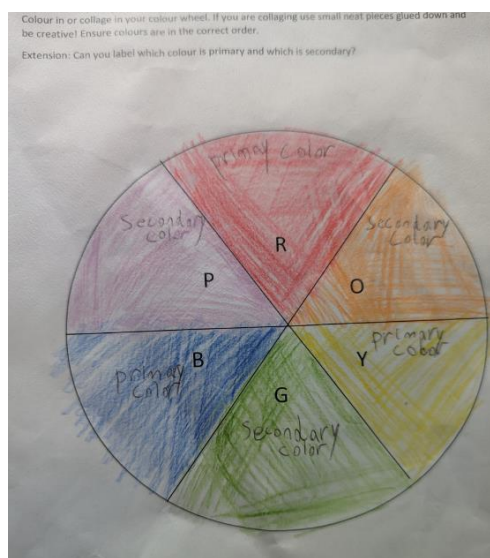
Examples of homework responses:



**Y9 Science Homework**

| Observations  | Solid                        | Liquid                      | Gas                                   |
|---|------------------------------|-----------------------------|---------------------------------------|
| Examples of materials   | ① fabric<br>② paper<br>③ pen | ① slime<br>② water<br>③ oil | ① oxygen<br>② air<br>③ carbon dioxide |
| Is the shape fixed or can it change?                              | ① yes<br>② yes<br>③ no       | ① yes<br>② yes<br>③ yes     | ①<br>②<br>③                           |
| Can it flow/ pour?  | ① no<br>② no<br>③ no         | ① yes<br>② yes<br>③ yes     | ① no<br>② no<br>③ no                  |
| Is it easy to squash into a smaller space (can it be compressed)? | ① yes<br>② yes<br>③ no       | ① yes<br>② no<br>③ no       | ① yes<br>② yes<br>③ yes               |

Nitrogen



1. Do you have the internet at home?

yes

2. If you do, where is your Router?

in the front room

3. Look around your home and try and find five electronic devices. Fill in the table below

| Device name | Make      | Purpose          |
|-------------|-----------|------------------|
| Laptop      | HP        | Look things up   |
| Washing     | hoefpoint | Wash clothes     |
| Microwave   | Philips   | heat food        |
| hair dryer  | and       | dry your hair    |
| TV          | LG        | Watch programmes |

4. What are your favourite apps?

youtube and youtube music

## EEF guidelines for effective homework

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).