Approach to Homework at Cardinal Griffin Catholic College

Rationale

At Cardinal Griffin, we believe that homework should support the retention and retrieval of knowledge, reinforce classroom learning, and develop students' independence as learners. Homework should be purposeful, manageable, and impactful, generating maximum benefit for students without creating unnecessary workload for staff.

Research suggests that learning is strengthened when students regularly retrieve knowledge from memory. Therefore, homework at Cardinal Griffin will primarily focus on retrieval practice, helping students move knowledge into long-term memory and ensuring they remember more over time.

The purpose of homework is not to introduce new learning, but to strengthen and secure what has already been taught.

Principles

Homework at Cardinal Griffin should be:

- Knowledge-rich and linked directly to curriculum content.
- Simple and consistent for students, staff, and parents.
- Self-assessable in lesson through teacher-provided answers.
- Focused on retrieval, revision, and memory.
- Manageable in terms of student completion time and staff workload.
- Used to identify misconceptions and inform future teaching.

Homework Timetable

To ensure homework is spread evenly each subject will follow a published homework timetable.

This will:

- Prevent excessive homework being set on the same evening.
- Help students develop effective study routines.
- Allow parents to support their child's organisation and planning.

Nature of Homework

Homework will primarily consist of:

- Retrieval questions
- Knowledge quizzes
- Vocabulary learning
- Self-quizzing activities
- Comprehension exercises
- Past examination questions where appropriate

Homework should typically take:

Key Stage 3: 30 minutes

Key Stage 4: 45 minutes

Key Stage 5: 5 hours per week, per subject

If a student fails to complete their homework on the date set, the classroom teacher will click the 'incomplete homework' button on Arbor, which will communicate home that the work has not been handed in.

Self-Assessment Model

All homework should be designed so that it can be reviewed and self-assessed efficiently during the next lesson.

For example:

Step 1: Complete Homework

Students complete the retrieval task independently at home.

Step 2: Check Answers

At the start of the next lesson, teachers provide answers.

Step 3: Self-Assess

Students will:

- Tick correct answers
- Correct mistakes in green pen
- Identify gaps in knowledge

Step 4: Respond

Students complete a short improvement task where necessary.

This may include:

- Rewriting incorrect answers
- Completing additional retrieval questions
- Revisiting key vocabulary
- Correcting misconceptions
- Expectations for Teachers

Teachers will:

- Set homework in accordance with the school timetable on Satchel One.
- Ensure homework focuses on previously taught knowledge.
- Provide clear instructions and resources.
- Allocate lesson time for self-assessment.
- Use homework outcomes to inform planning and address misconceptions.

Teachers will NOT be expected to:

- Collect and mark every homework in detail.
- Provide extensive written feedback on homework.
- Create unnecessary workload through repetitive marking practices.

Expectations for Students

- Complete homework to the best of their ability.

- Submit homework by the required deadline.
- Self-assess honestly and accurately.
- Correct mistakes when directed.
- Use homework to identify areas requiring further revision.

Departments will monitor:

- Completion rates
- Quality of student responses
- Impact on knowledge retention