



# Effective Homework

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# The homework debate....

“The homework question is particularly interesting because students generally accept that their educational experiences will include homework, while parents, educators and decision-makers nonetheless routinely take sides on the issue”

Canadian Council of Learning, 2009

**Parents and decision makers are often more interested in homework than any other aspect of education due to the degree of involvement and stress it can put on family/home time.**



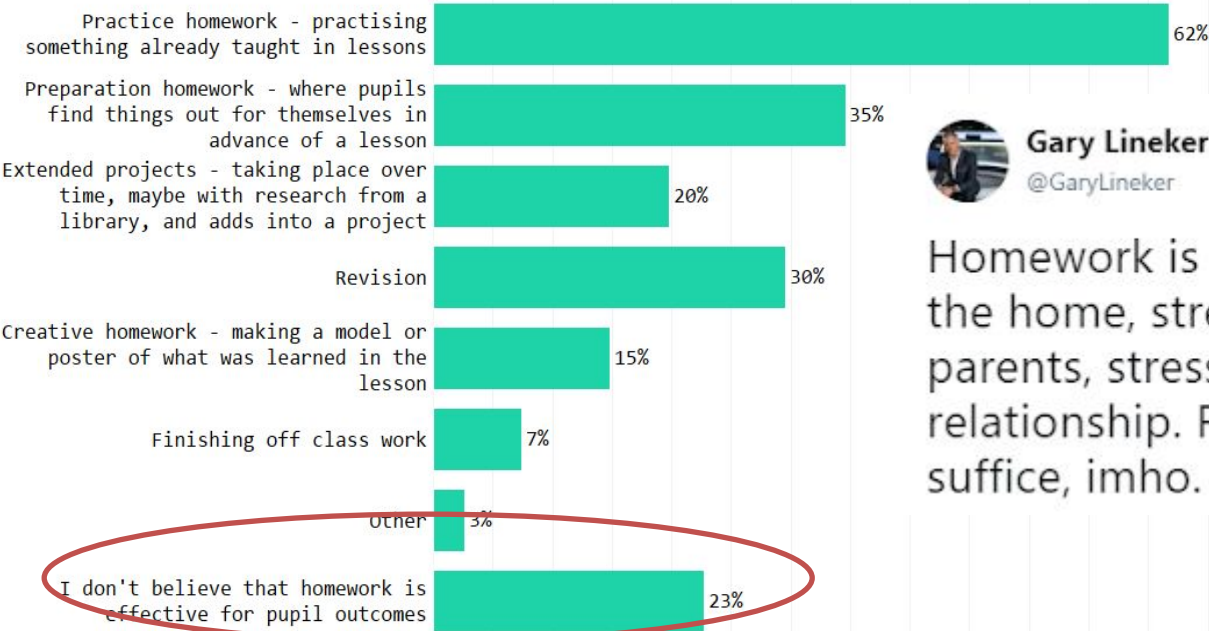
# What do you think the purpose/point of homework should be?





Should homework be banned?

Which type of homework do you think best help pupil outcomes?  
(Tick all that apply)



Homework: is it worth the hassle?

Read The Guardian without

Gary Lineker @GaryLineker

Follow

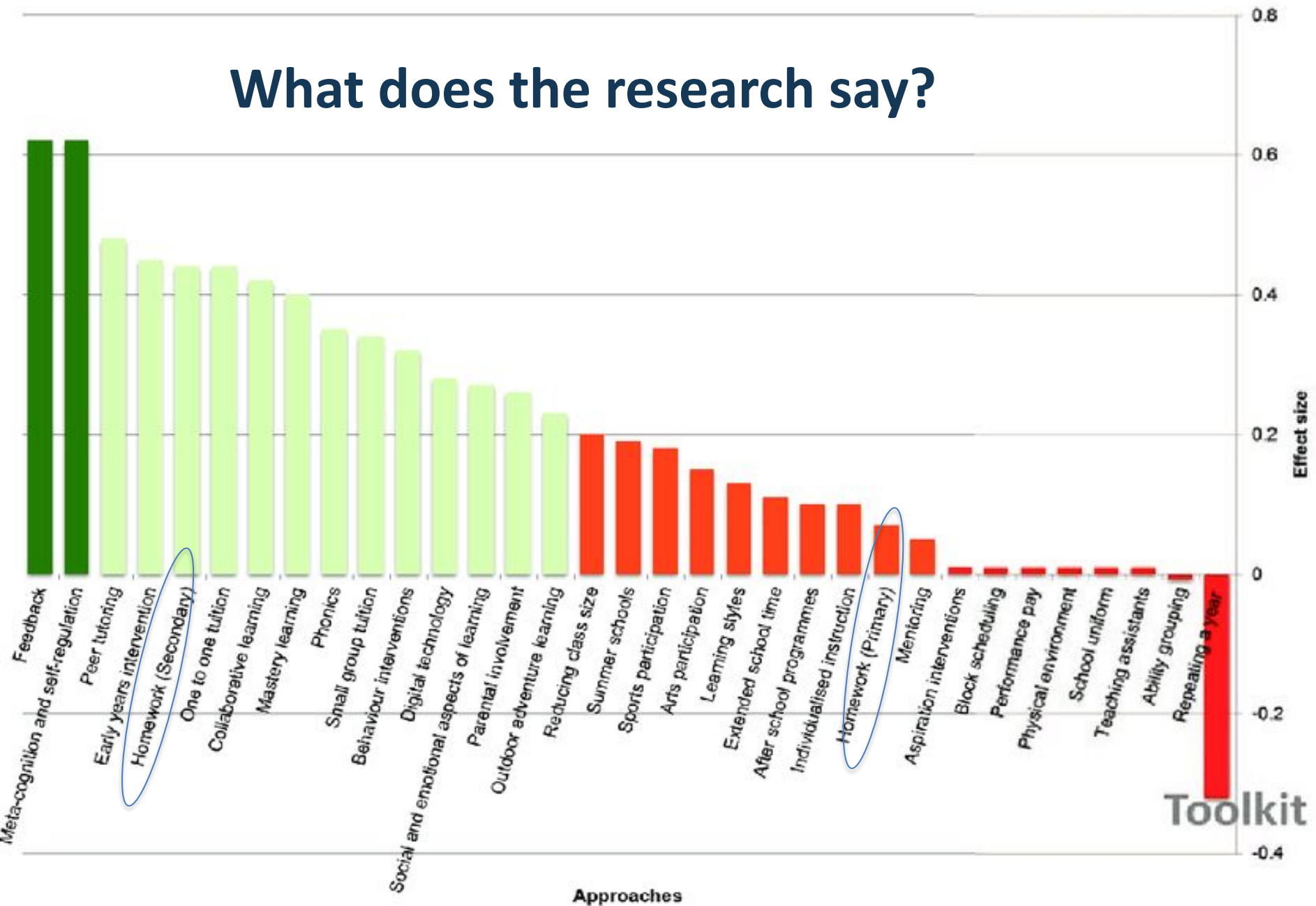
Homework is a waste of time. Brings stress to the home, stress to the child, stress to the parents, stress to the parent - child relationship. Reading every night should suffice, imho.





## Average Effects

# What does the research say?



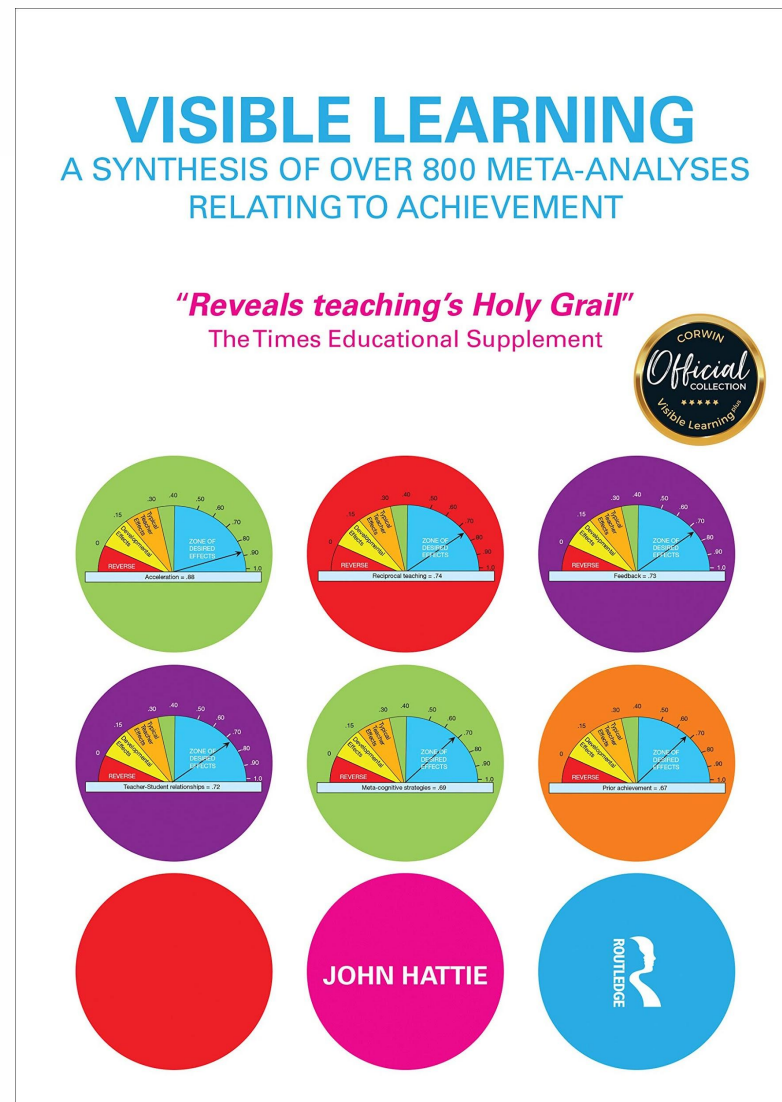
# John Hattie – Visible Learning

Meta-analysis of 161 studies involving 100,000 students:

- Effect size of 0.29 (small) meaning that there was a 21% chance that setting homework will make a positive difference
- However when only focusing on secondary schools the effect size increases to 0.64 – this would be considered to be an “excellent” effect size.



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## EEF Homework Primary

- Low impact for very low cost, based on limited evidence
- Overall homework in primary schools does not appear to lead to large increases in learning

## EEF Homework Secondary

- Moderate impact for very low cost, based on limited evidence
- Average 5 months of additional progress

### Feedback

High impact for very low cost, based on moderate evidence.



+8

### Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



+8

### Homework (Secondary)

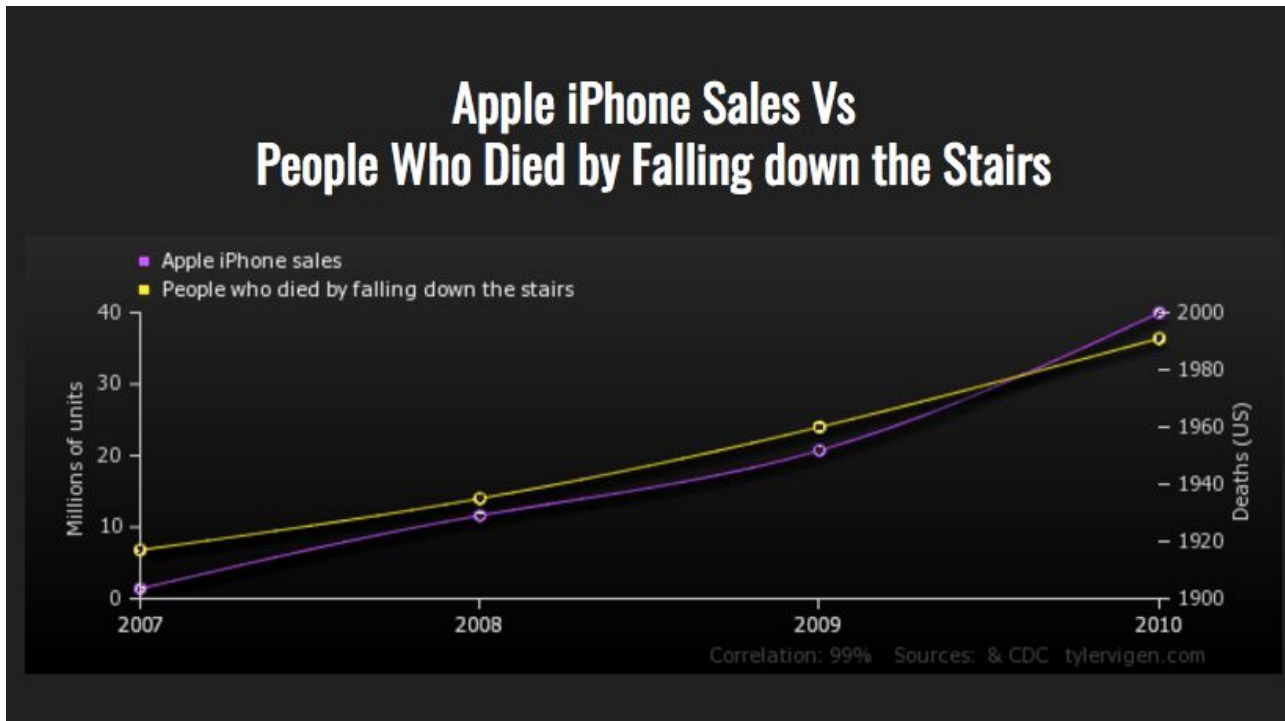
Moderate impact for very low cost, based on moderate evidence.



+5

# How effective is homework at secondary school?

Relatively consistent picture that pupils in schools which give more homework perform better, and therefore teachers should retain homework as an instructional strategy to increase achievement (EEF/CCOL)



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“The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.” (EEF)



Type

Frequency

Length

Feedback



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# Primary Homework – what is the issue?

Research indicates that at primary school homework setting has minimal impact on student outcomes. It is theorised this is because younger children have generally less well developed study habits and are unable to ignore irrelevant information/distractions in their home environment (Ronning, 2011)



Parental support - a help or a hinderance?

Ronning, 2011 – disadvantaged students

Xu and Corno, 2003 – no difference in achievement

Van Voorhis –completion and grades increased



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## What should we consider when setting homework at primary age?

While the evidence supporting the setting of homework at primary is inconclusive regarding positive impacts, there is no evidence to suggest that it has negative impacts.

Importantly homework setting at primary school can help develop student resilience, develop learning/study habits and foster enthusiasm for subjects.

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### Homework (Primary): What should I consider?

*Before you implement this strategy in your learning environment, consider the following:*

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1. Overall, homework in primary schools does not appear to lead to large increases in learning.
2. Parents can have a positive effect on homework completion and help children to develop effective learning habits. How can you support parents to encourage good habits for homework?
3. The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.
4. Have you made the purpose of homework clear to children?



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What does effective homework look like? What should homework include?





## What does effective homework look like?

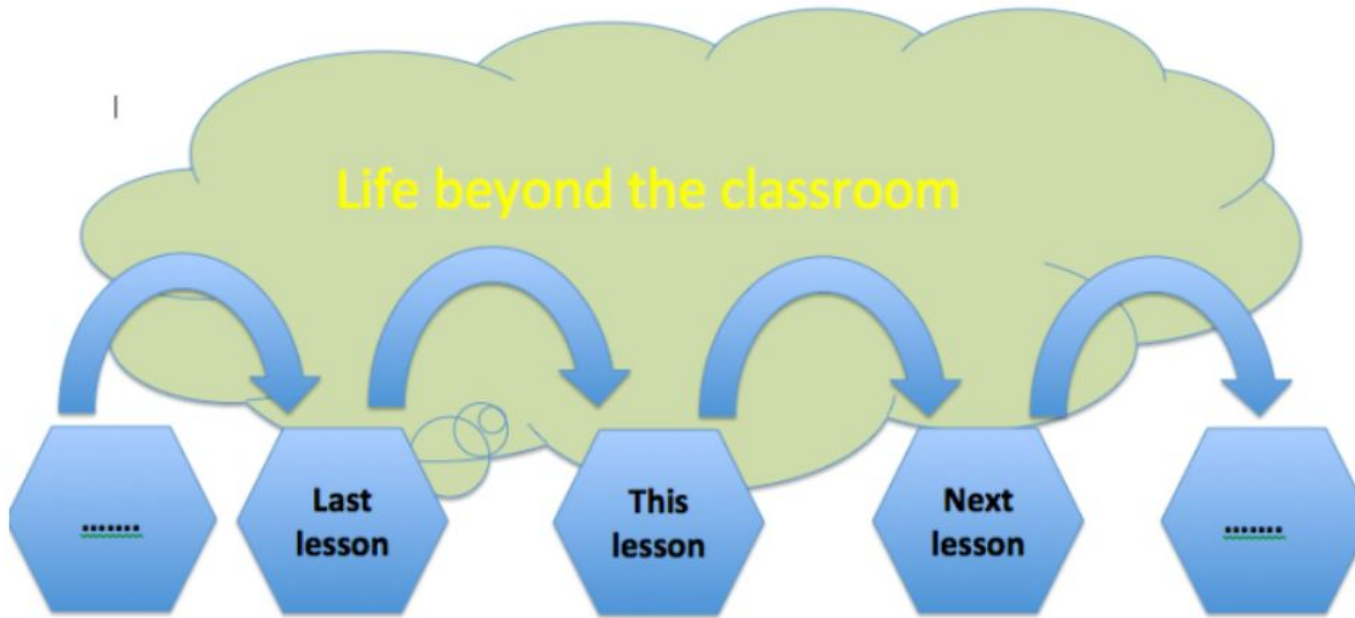
- Short and focused intervention – i.e. specific task or project connected with a particular element of learning (some studies = 8 months progress – EEF)
- Benefits more modest with routine setting of homework (2-3 months progress)
- Homework must be an integral part of learning – not a bolt on.
- To maximise impact students should receive feedback on homework – does not mean every bit of homework needs to be marked.
- NOT homework for the sake of homework!



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## Tom Sherrington – Teacher Head – Setting Great Homework (based on the findings of John Hattie)



“we have an important role in setting up activities for students, so that this in between lesson time is used as constructively as possible”



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# Mode A vs Mode B

## Mode A homework:

- Homework should give students opportunities for extended practice
- Enable them to improve their fluency and confidence
- Support deeper and fluent recall/retrieval
- *This should form the staple of your homework diet*

## Mode B Homework:

- Homework should increase capacity for independent learning, exploration of their subject and preparation for future learning
- Importantly this needs to be scaffolded and structured



## Active engagement....

Canadian Council on learning –  
“homework that increases active  
student engagement with tasks  
likely boosts achievement.  
Therefore a metacognitive  
component where students must  
think about their own learning  
may an important part of this  
engagement”



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## Other practices we can embed into our homework provision

- Vocabulary (tier 2 and 3) instruction
- Spaced Practice
- Retrieval Practice
- Whole class feedback
- Purposeful Practice – i.e. GCSE exam questions



Retrieval Practice

Tier 2 and 3 vocab instruction  
– avoiding common pitfalls

## ACTIVE INGREDIENTS

Spaced  
Practice



4 Principles:  
Embed, Apply,  
Improve,  
Extend

Metacognition and  
Self-Efficacy

Feedback (whole class,  
individual, discussion)



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## Homework & Vocabulary Instruction

- Homework can be used to develop student vocabulary and pre-teach key tier 2 and 3 vocabulary prior to students being exposed to this in lessons.
- This should not just be a list of spellings/definitions to learn as this as effort/completion of this is hard to monitor.
- Use evidence informed vocabulary instruction practices such as the Frayer Model and Stem/Test sentence or Images (STI's)
- More effective is vocabulary (especially tier 2) is linked to current learning in class



Year 9 Natural Hazards – Tier 2 key terms and test sentences

Key term	Re-write key term	Test sentences; tick the sentence where the key word is used correctly
Abandon		The devastating tsunami forced Japanese authorities to abandon the nuclear power plant.  The abandon force of the tsunami forced the nuclear power plant to close.
Considerable		Considerable amounts of force are generated by a magnitude 5 earthquake.  Miraculously there were no fatalities following the earthquake, the death toll was considerable.
Crucial		Access to wealth is crucial if hurricane damage is to be prevented.  The hurricane force was more crucial than had ever been recorded before.
Facilitate		In the aftermath of the disaster, the national guard will facilitate the rescue effort.  A lack of clean water would facilitate the treatment of the sick and wounded.
Infrastructure		An improved infrastructure network will result in fewer deaths and lower costs in the aftermath of a natural disaster.  6 months after the earthquake, residents were still living in makeshift infrastructures.

Sentence stems; complete the end of the sentences below to demonstrate your understanding of the key word.

Intrinsic	Earthquake proof buildings are intrinsic...
Negate	Donating tents, blankets and clothes will negate...



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## Homework and Retrieval Practice

Homework provides a great opportunity to encourage retrieval practice through factual recall tests, knowledge organiser use or dual coding tasks.

The added bonus of these is that they are generally very quick to mark or can be marked as a whole class.

### Early Cold War

Task one. Answer the short mark questions.

- 1- Which conference take place in 1943?
- 2- Which countries does the Grand alliance consist of?
- 3- Who replaces Roosevelt as President of the United states in 1945?
- 4- Who is the Communist leader of Russia in 1945?
- 5- Give 2 examples of what was agreed at Yalta
- 6- Give 2 examples of why tensions increased at the Potsdam conference
- 7- Give 1 example of what was agreed at Potsdam
- 8- What important speech did Churchill give in 1946?
- 9- What is a satellite state?
- 10- What is meant by the term "buffer state"?



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### A Christmas Carol and C1 Reading

#### Task 1 – A Christmas Carol

Revise the first half of the character section of the knowledge organiser. You will be tested on this in class and will receive a mark out of 26.

Characterisation (A02)	
1. Scrooge	symbol of Victorian capitalism; echoes Malthusianism sentiment; avaricious employer; misanthrope; isolated; the quintessential miser; redeemed by the end; a caricature of the archetypal businessman; evokes a mixture of disapproval & sympathy; undergoes a rebirth.
2. Jacob Marley	symbol of Scrooge's conscience; repentant; avaricious; condemned to wander the earth.
3. Fezziwig	symbol of compassionate capitalism; jovial; generous; epitome of Christmas cheer.
4. Belle	symbol of Scrooge's rejection of humanity; sorrowful; understanding.
5. Bob Cratchit	symbol of the plight of the poor; kind; humble; hard-working; dedicated employee.



## Homework and Spaced Practice

The spacing effect refers to the practice of placing a temporal gap between study sessions before restudying or retesting; this increases the likelihood of information being remembered in the future (Cepeda et al)

While this can be difficult to embed into lesson time and curriculum due to time demands (especially at KS4/5), homework provides an opportunity to space student practice

	Wb 20/01	Wb 27/02	Wb 03/02	Wb 10/02	Wb 24/02	Wb 02/03
Class	Topic 1		Topic 2		Topic 3	
Home work			Homework on topic 1	Homework on topic 1	Homework on Topic 2	Homework on Topic 2



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# Homework and Metacognition



## Teaching & Learning Toolkit

Meta-cognition and self-regulation 2nd May, 2017

### Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

### How effective is it?

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

Metacognition - is about the ways learners plan, monitor, evaluate and direct their own learning.

“THINKING ABOUT THINKING”



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# Homework can be used to explore students metacognitive thinking and planning

Year 10 Coastal Landscapes 001

## Metacognition Practice:

In the box deconstruct the exam question below and show a brief plan for your answer – you do not need to write an answer just the planning and thought processes you would use to answer it.

*Hints: pay attention to the command word, how many marks it is worth, sign posting (important) words in the question, key vocabulary to use, potential structure, how many points/how much room will you need etc.*

**With reference to the figure suggest how coastal processes may be affecting the landscape shown (6 marks)**



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# Homework – application and purposeful practice

- Homework can be used to support a sustained effort in improving an area for development identified in formative and summative assessment – for example Citizenship 6 mark questions on the reasons for why people migrate to the UK.



**Feedback – “for the impact of homework to be maximised students must receive high quality feedback on their work”**



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**High quality feedback does not necessarily mean you marking every piece of homework given to you.....**

- Short answer/closed questions/MCQ for retrieval.
- Non marked tasks – ie dual coding
- Self assessment – blank knowledge organiser completion
- Whole class feedback
- Mark an example live using a visualiser
- Set a manageable number of longer answer questions



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## Key questions to consider

- What is the purpose of the homework you set?
- How does this homework link to the learning in the class room?
- Is your homework providing opportunities for retrieval/spaced/deliberate practice?
- Does your homework occasionally give students the opportunity to explore the subject?
- Does your homework support students (and their parents) in developing desirable learning/study habits?
- Do students receive feedback on the homework set? If yes, how do you ensure this is sustainable?



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