



## **Homework Policy**

### **Rationale**

"Homework is not an optional extra, but an essential part of a good education." - *1999 White Paper, Excellence in Schools*

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

### **Aims**

Homework enables students to:

- Consolidate and extend work covered their learning or prepare them for new learning out of school hours
- Access resources not available in the classroom
- Develop research skills
- To improve students' ability to work independently
- Show progress and understanding
- To develop students' skills in lifelong learning e.g. planning, time management and self - discipline
- To take ownership and responsibility for learning
- Engage parental co-operation and support
- Create channels for home school dialogue

Subject Improvement Plans may include homework as an area for action. It is good practice to have regular homework 'workshops' at subject meetings to evaluate, create and enhance specific homework tasks.

## **Expectations: How much and by whom?**

### **Key Stage 3**

Each curriculum area sets the following amount each week.

<b>Key Stage 3</b>	<b>Time per week / Minutes</b>	
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>
<b>English</b>	30	30
<b>Maths</b>	30	30
<b>Science</b>	30	30
<b>MFL</b>	30	30
<b>D&amp; T</b>	30	30

B & V, Geography and Art one piece set 2 – 3 hours for the whole half term – fortnightly checks that the tasks are being carried out and progress is being made. Students and parents are presented with guidance on the approximate amount of time to spend on each task spread over a period of time.

ICT and History set fortnightly for up to half an hour.

### **Key Stage 4**

Homework is set in Key Stage 4 (years 9, 10 and 11) in all subjects undertaken:

- An average of up to one hour homework will be set each week depending on the subject.
- Students will need to organise their time and not leave work till the night before.

### **6<sup>th</sup> Form**

Homework in the 6<sup>th</sup> form is a crucial element of the courses undertaken: by this stage students should have developed the independent learning and organisational skills needed to complete tasks set in the timeframe given. There will be a wide range of homework tasks set and some will require in depth research. There is capacity within school to facilitate the completion of these tasks: non-completion will lead to compulsory attendance in the study centre during study periods. All sixth form are expected to independently work on each subject they study for the same amount of time each week as they have lessons.

### **When will homework be set?**

The subjects giving out regular weekly homework will be set against the current school year's timetable in bands allowing both the teacher and the student maximum time to complete the homework and marking. This also guarantees each of these subjects will not all be given on the same night or expected on the same day. Dates of when all tasks are set and due in are published on 'Show My Homework'. For longer tasks fortnightly progress check dates will also be included.

## **Homework tasks**

Homework can be:

- Independent learning
- Consolidation of work in class
- Practice - learning by doing
- Completion of course work assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT e.g. quizzes on "Show My Homework"
- Recording

Homework will be:

- Uploaded to "Show My Homework"
- Differentiated – this might be by outcome.
- Involve ICT – for those without facilities at home access can be available during break, lunch and after school.
- Incorporate all learning styles: reflection and active learning as well as application of knowledge
- Enabling students to play a more active role in their achievement

## **Sanctions**

When homework is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then sanctions should be used. Teachers receive support from their Curriculum Team Leader and senior staff. The sanctions are as follows:

1. Class teacher - discussion and negotiation with student a detention will be set: lunchtime or after school (with 24 hours notice). In exceptional an extension to the deadline maybe granted.
2. Curriculum Team Leader - discussion and negotiation with referred Student, imposition, informing parents by diary. Letter to parents and detention if necessary.
3. Tutors - through weekly monitoring of diaries, identifying students with homework problems across several curriculum areas and refers to Head of Year.
4. Having to stay behind once a week for half a term at a weekly homework club allowing the student to gain support from a teacher to encourage them to complete homework regularly.

## **Incentives**

High quality homework and a good work ethos should be sensitively praised in class.

Where appropriate, homework should be included in display work. Credits and rewards for achievement and sustained effort may be awarded for good homework. For exceptional pieces of homework, a subject letter or postcard may be sent home.

## **Monitoring**

- Termly monitoring grades will be submitted on a student's performance in homework alongside regular academic progress:
- Monitoring will be recorded on a central database and reported to parents.
- This grade reflects the standard of work undertaken in relation to the student's ability in that subject.
- The grades will be:

Outstanding	Completed to the highest possible standard
Good	Completed to a good standard
Borderline	Completed, but to a minimal standard
Unsatisfactory	Not fully completed / not handed in

## **Responsibilities**

### **The role of the student**

1. To listen to homework instructions in class.
2. To copy down instructions for the task and deadline date into the homework diary.
3. To check "Show My Homework" regularly to make sure all homework tasks have been completed.
4. To ensure that homework is completed and handed in to meet the deadline.
5. To attempt all work and give their best.
6. To inform the class teacher of any difficulties.

### **The role of the form tutor**

1. To see that homework is being set and recorded.
2. To check that the planner is being signed by the parent/guardian.
3. To note and respond to any comments written in diaries by parents

### **The role of the Year Leader**

A sample of planners will be checked termly in Y7-8.

### **The role of the class teacher**

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

1. Set homework according to the timetable.
2. Make sure they have put all homework on to "Show My Homework".
3. Will keep a record of homework tasks as part of a lesson plan.
4. Provide the stimulus.

5. Give full and comprehensive instructions.
6. Set deadlines for completed work and ensure that they are met.
7. Mark and return all homework within 2 weeks of its deadline.
8. Provide help and support.
9. Inform the Curriculum Team Leader and / or the Tutor as appropriate, when problems arise.

### **The role of the Learning Resource Centre**

1. To provide after school support until 4pm and lunchtime opportunities for independent study.

### **The role of the Curriculum Team Leader**

1. To seek to enhance the quality of homework set
2. To monitor and evaluate homework policy within their curriculum area via work scrutiny.

### **The role of the Senior Leadership Team**

1. To provide staff, students and parents with access to 'Show My Homework'
2. To develop classroom practice to enhance homework across the school
3. To review, monitor and evaluate the school homework policy
4. Will sample homework records through faculty reviews
5. Will sample examples of work and talk to students according to the work scrutiny.

### **The role of the parents**

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

1. Checking tasks set on 'Show My Homework'
2. Providing a table, chair and a quiet place to work
3. Negotiating with the student when homework is to be done as a student's free play is important too
4. Checking the time spent on individual tasks
5. Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure
6. Checking presentation and content of all homework being returned to school
7. Signing the homework planner in Y7 and Y8 each week
8. Providing the school with information about any problems through the student planner or by contacting the school directly

### **Students**

Y7 –Y8 Planners will be checked by:

1. The form tutor (weekly).
2. The Year Leader (as required).

## **Curriculum Team Leaders**

1. Will sample homework records
2. Will look at examples of homework and talk to students and staff according to work scrutiny outcomes using homework monitoring criteria
3. Will evaluate and update action plan.

## **Evaluation**

- Whose needs are met?
- Whose needs are not being met and why?
- What are the problems that require short and long term solutions?
- What is the relationship of homework to the curriculum?
- How can policy and planning be more effective?

**Katerina Nixon/Sue Kelly September 2013**

**Reviewed by SLT Spring 2014 and 2017**

**To be reviewed Spring 2019.**